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1919/20

BULLETIN

East Tennessee State Normal School

Vol. X

JULY, 1920

No. 1

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At Johnson City, Tennessee

By the East Tennessee State Normal School

By Authority of the State Board of Education

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BULLETIN

EAST TENNESSEE STATE NORMAL SCHOOL

A STATE SCHOOL FOR THE EDUCATION
AND TRAINING OF TEACHERS

CATALOG FOR 1919-20
ANNOUNCEMENTS FOR 1920-21

PUBLISHED BY AUTHORITY OF THE
STATE BOARD OF EDUCATION
JULY, 1920

CALENDAR FOR 1920-1921

FALL TERM

September 20 and 21 ----Registration and Classification of Students
September 21 -----Observation and Practice School Opens
September 22 -----Class Work Begins
December 24 -----Fall Term Ends

WINTER TERM

January 3 and 4 -----Registration and Classification of Students
January 5 -----Class Work Begins
March 12 -----Winter Term Ends

SPRING TERM

March 14 and 15 -----Registration and Classification of Students
March 16 -----Class Work Begins
June 2 -----Spring Term Ends

SUMMER TERM

June 6 and 7 -----Registration and Classification of Students
June 8 -----Class Work Begins
August 13 -----Summer Term Ends

Students should register and be classified on the opening day of the term.

STATE BOARD OF EDUCATION**FOR EAST TENNESSEE:**

Taylor W. Peace.....Madisonville
John S. Ziegler.....Chattanooga
C. C. Sherrod.....Morristown

FOR MIDDLE TENNESSEE:

L. A. Ligon.....Carthage
J. F. Fowlkes.....Waverly
Perry L. Harned.....Clarkesville

FOR WEST TENNESSEE:

F. R. Ogilvie.....Brownsville
W. D. Cooper.....Paris
C. B. Ijams.....Jackson

EX-OFFICIO:

Governor Albert H. Roberts.....Nashville

OFFICERS:

Honorable Perry L. Harned.....Chairman
Superintendent Albert Williams, ex-officio.....Secretary

COUNTY SUPERINTENDENTS IN EAST TENNESSEE

County	Name	Town
Anderson	W. H. Miller	Clinton
Bledsoe	Mrs. C. O. Chism	Pikeville
Blount	J. H. Miser	Maryville
Bradley	E. J. Frazier	Cleveland
Campbell	H. C. Irwin	Jacksboro
Carter	J. R. Ritchie	Elizabethton
Claiborne	J. W. Baldwin	Tazewell
Cocke	Roy Campbell	Newport
Cumberland	A. J. Albertson	Crossville
Grainger	H. G. Farmer	Rutledge
Greene	J. N. Pierce	Greeneville
Hamblen	J. D. Self	Morristown
Hamilton	J. A. Roberts	Chattanooga
Hancock	L. J. Catron	Sneedville
Hawkins	Roy Myers	Rogersville
Jefferson	R. R. Bales	Dandridge
Johnson	F. C. Dougherty	Butler
Knox	W. L. Stooksbury	Knoxville
Loudon	J. T. Henderson	Loudon
McMinn	A. A. Hanks	Athens
Marion	D. A. Tate	S. Pittsburgh
Meigs	J. H. Arrants	Decatur
Monroe	A. C. Watson	Madisonville
Morgan	A. B. Peters	Wartburg
Polk	J. L. Brewer	Benton
Rhea	Walter White	Dayton
Roane		Kingston
Scott	W. J. Jeffers	Huntsville
Sequatchie	W. V. Freiley	Dunlap
Sevier	A. O. Delozier	Sevierville
Sullivan	J. C. Ackard	Blountville
Unicoi	Mrs. Lizzie Roberts	Erwin
Union	V. W. Palmer	Sharps Chapel
Washington	J. C. Berry	Jonesboro

CITY SUPERINTENDENTS IN EAST TENNESSEE

Athens	J. C. Rideour
Bristol	R. B. Rubins
Chattanooga	R. L. Jones
Cleveland	D. C. Arnold
Clinton	W. L. Foster
Copperhill	W. B. Rucker
Crossville	H. H. Vincent
Dayton	W. C. Hixon
Elizabethton	T. R. Eutsler
Erwin	C. L. Hubbard
Etowah	
Greeneville	A. C. Duggins
Harriman	D. S. Tanner
Jacksboro	Joe Jennings
Jellico	T. A. Judd
Jefferson City	W. J. Bible
Johnson City	Riley Haworth
Jonesboro	
Kingsport	E. M. Crouch
Kingston	W. F. Ferguson
Knoxville	W. E. Miller
LaFollette	Pat W. Kerr
Lenoir City	J. H. Jarvis
Loudon	D. T. Rogers
Madisonville	T. R. McMurray
Maryville	C. D. Curtis
Morristown	C. C. Sherrod
Mountain City	J. H. Pierce
Newport	A. E. Sherrod
Pikeville	C. O. Chism
Rockwood	N. A. Steadman
Rogersville	Chas. A. Wilson
Spring City	W. A. Brickey

FIRST-CLASS HIGH SCHOOLS

The following list includes the names of county high schools in East Tennessee that have been approved as first-class by Honorable B. O. Duggan, State High School Inspector, as shown in his report of June 21, 1920:

County—	Name of High School—	Postoffice
Anderson -----	Clinton High School -----	Clinton
Blount -----	Maryville High School -----	Maryville
Bradley -----	Central High School -----	Cleveland
Bradley -----	Charleston High School -----	Charleston
Campbell -----	Jacksboro High School -----	Jacksboro
Campbell -----	Jellico High School -----	Jellico
Campbell -----	LaFollette High School -----	LaFollette
Carter -----	Elizabethton High School -----	Elizabethton
Claiborne -----	Claiborne Co. High School -----	Tazewell
Cocke -----	Cocke Co. High School -----	Newport
Cumberland -----	Cumberland Co. High School -----	Crossville
Greene -----	Greeneville High School -----	Greeneville
Greene -----	Warrensburg High School -----	Midway
Greene -----	Chuckey High School -----	Chuckey
Greene -----	Baileyton High School -----	Baileyton
Greene -----	Mosheim High School -----	Mosheim
Hamblen -----	Morristown High School -----	Morristown
Hamilton -----	Central High School -----	Chattanooga
Hamilton -----	Sale Creek High School -----	Sale Creek
Hamilton -----	Soddy High School -----	Soddy
Hamilton -----	Tyner High School -----	Tyner
Hamilton -----	Daisy High School -----	Daisy
Hamilton -----	Hixson High School -----	Hixson
Hamilton -----	Ooltewah High School -----	Ooltewah
Hawkins -----	Rogersville High School -----	Rogersville
Hawkins -----	Bulls Gap High School -----	Bulls Gap
Hawkins -----	Church Hill High School -----	Church Hill
Jefferson -----	Maury High School -----	Dandridge
Johnson -----	Johnson Co. High School -----	Mountain City
Knox -----	Central High School -----	Fountain City
Knox -----	Karns High School -----	Byington
Knox -----	Young High School -----	Knoxville R. 13
Knox -----	Farragut High School -----	Concord
Knox -----	Gibbs High School -----	Corryton
Knox -----	Carter High School -----	Strawberry Plains

County—	Name of High School—	Postoffice
Knox -----	Powell Station High School-----	Powell Station
Loudon -----	Lenoir City High School-----	Lenoir City
Loudon -----	Loudon Co. High School-----	Loudon
McMinn -----	McMinn Co. High School-----	Athens
McMinn -----	Etowah High School-----	Etowah
Marion -----	Marion Co. High School-----	Jasper
Meigs -----	Meigs County High School-----	Decatur
Monroe -----	Sweetwater High School-----	Sweetwater
Monroe -----	Monroe County High School-----	Madisonville
Monroe -----	Tellico Plains High School-----	Tellico Plains
Polk -----	Polk County High School-----	Benton
Polk -----	Copperhill High School-----	Copperhill
Rhea -----	Central High School-----	Dayton
Rhea -----	Spring City High School-----	Spring City
Roane -----	Wheat High School-----	Wheat
Roane -----	Kingston High School-----	Kingston
Roane -----	Harriman High School-----	Harriman
Roane -----	Rockwood High School-----	Rockwood
Sullivan -----	Kingsport High School-----	Kingsport
Sullivan -----	Bluff City High School-----	Bluff City
Sullivan -----	Holston Institute -----	Blountville
Unicoi -----	Unicoi Co. High School-----	Erwin
Washington -----	Washington College High School-----	Washington College
Washington -----	Sulphur Springs High School-----	Jonesboro R. 9

FACULTY AND OFFICERS

1920-1921

SIDNEY GORDON GILBREATH.....**President**

B. S., Hiwassee College, 1890; Superintendent of Schools, Monroe County, 1891-5; State Superintendent Public Instruction, 1895-7; President Hiwassee College, 1897-9; Member State Board of Education, 1895-9; Professor in Peabody College for Teachers, 1899-1903; Superintendent City Public Schools, Chattanooga, 1903-10; President State Teachers' Association, 1898; President Public School Officers' Association, 1910; President Southern Conference for Education and Industry, 1916-17; present position since 1910.

DAVID SINCLAIR BURLESON.....**Dean. Reading and Literature**

B. A., Milligan College, 1891; M. A., Milligan College, 1898; M. A., Certificate in Latin and Greek, University of Virginia, 1898; Student Harvard University, summers 1901 and 1902; Graduate Student, University of Chicago, 1911; Principal Preparatory Department, Milligan College, 1891-3; Professor of Mathematics, Tazewell (Va.) College, 1893; Principal Newcastle (Va.) Institute, 1893-4; Principal Language Department, Florence (Ala.) State Normal College, 1898-1911; Secretary East Tennessee Educational Association, 1916-19; author Practical English Grammar, 1919; present position since 1911.

CHRISTIAN EDLY ROGERS.....**Registrar. Mathematics**

L. I., Peabody College, 1902; B. A., University of Chattanooga, 1905; LL.B., Chattanooga School of Law, 1907; M. A., Columbia University, 1915; Diploma in Mathematics, Teachers College, 1915; Special Student of Mathematics, Summer School of the South, 1907-8-9; Teacher of Mathematics, Central High School, Chattanooga, 1907-11; present position since 1911.

WALTER CLEMENT WILSON.....**Manual Training**

B. E., National Normal University, 1893; Certificate Ohio State Teachers' College, 1897; Diploma in Manual Training, Miami University, 1909; Superintendent City Schools, West Carrollton (O.), 1893-1904; Associate Principal Normal Department, Antioch (O.) College, 1904-9; Critic Teacher of Manual Training, Ohio State Normal College, 1909-10; Instructor in Manual Training, Ohio State Normal College, 1910-11; present position since 1911.

DELLE DULANEY SMITH.....**Chemistry**

Graduate Bristol High School, 1899; B. S., University of Tennessee, 1903; Student Summer School of the South, 1903; Teacher in Masonic Institute, Mountain City, 1903-4; Teacher of Chemistry and Physics, Southern College for Women (Ga.), 1904-6; Teacher of Chemistry and Physics, Oregon State Normal School, 1906-8; Teacher of Science, Galloway (Ark.) College, 1909-10; Teacher of Science, Sweetwater College for Women, 1910-11; Graduate Student, Columbia University, summer 1913; present position since 1911.

WILLIAM LAFAYETTE PRINCE.....**Writing and Bookkeeping**

Graduate Holladay College, 1894; Graduate Draughon's Business College, 1902; Graduate Gem City Business College, 1904; Teacher Bookkeeping and Shorthand, Iowa Wesleyan University, 1903-4; Business Course, Southern Normal University, 1905-7; Commercial Branches, Carson and Newman College, 1907-8; Hill's Business College, 1908-9; Dickson College, 1909-10; Principal Commercial Department, Piedmont Business College, 1910-11; present position since 1911.

ELIZABETH EVANS SLOCUMB.....**Drawing**

Diploma, Women's Art School, New York, 1905; Diploma Teachers College, Columbia University, 1911; Supervisor of Drawing in Raleigh (N. C.) Schools, 1905-10; Student in Columbia University, summers 1912-13; present position since 1911.

INA YOAKLEY.....**Physics and Geography**

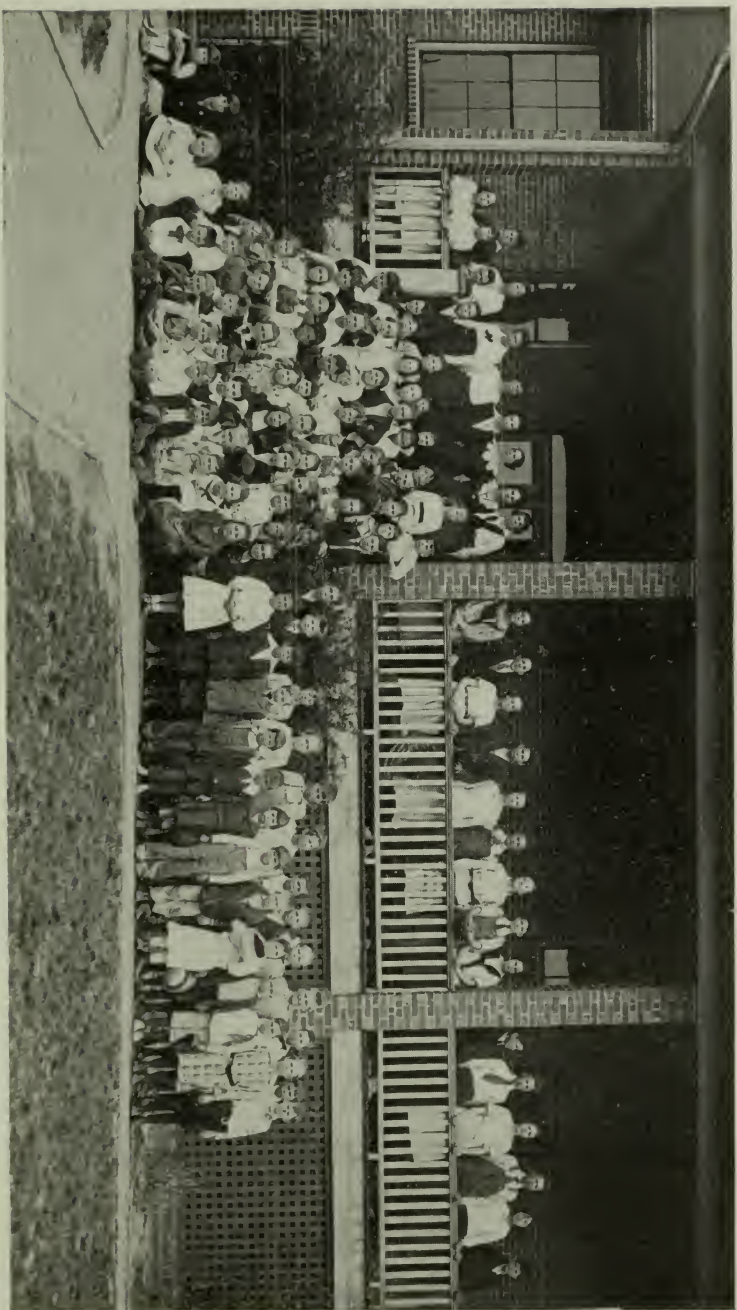
B. S., Milligan College, 1895; B. S., Teachers College, Columbia University, 1910; M. A., Columbia University, 1912; Special Student, Columbia University, 1912-13; Teacher in Public Schools, Washington County, 1896-9; Teacher in High School, Fall Branch, 1899-1901; Teacher in Public Schools, Johnson City, 1901-5; Teacher of Science, High School, Johnson City, 1905-9; Teacher of Biology, High School, Jersey City (N. J.), 1910-11; Graduate Student, Chicago University, summer 1913; present position since 1912.

ADA LOU HORNSBY.....**Domestic Science**

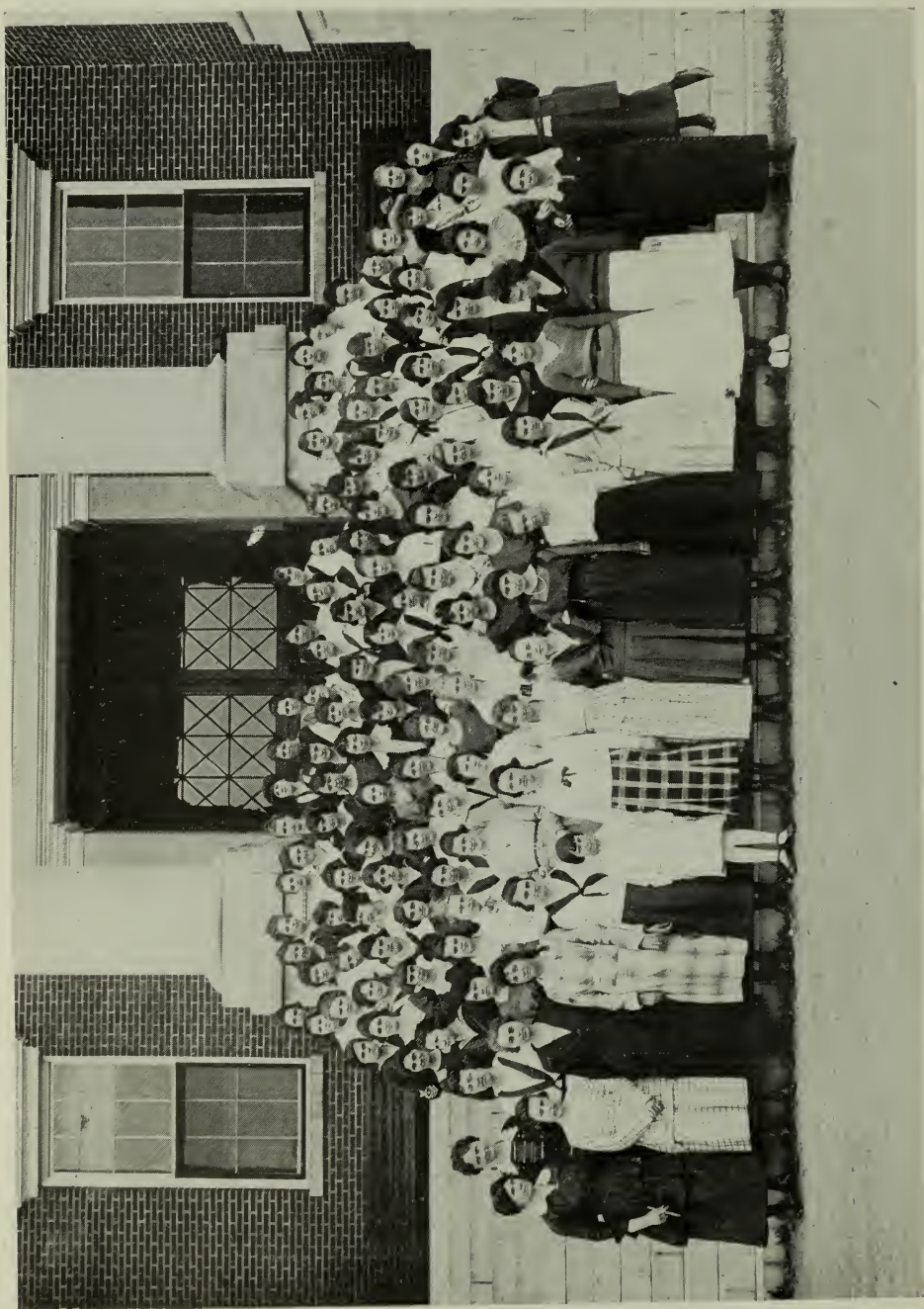
Graduate Meigs County High School, 1902; M. E. L., Centenary College, 1905; Teacher in Meigs County High School, 1907-9; Student Summer School of the South, 1908; Graduate in Domestic Science Course, East Tennessee State Normal School, 1912; Special student, Teachers College, Columbia University, summers 1914-15-16; present position since 1912.

MURAT ROBERTS.....**English Language**

Graduate Asheville (N. C.) High School, 1909; A. B., University of Tennessee, 1915; Instructor in Latin, Summer School of the South, 1915; Professor of Modern Languages, Lincoln Memorial University, 1915-16; Foreign Languages, East Tennessee State Normal School, 1916-20; present position since 1920.



PRACTICE AND OBSERVATION SCHOOL.



YOUNG WOMEN'S CHRISTIAN ASSOCIATION

TOMPSIE BAXTER.....**Principal Observation and Practice School**

Graduate Johnson City High School, 1904; Student Summer School of the South, 1907; Student Teachers College, Columbia University, 1913, 1915; Student East Tennessee State Normal School, 1915-6; Normal Diploma, East Tennessee State Normal School, 1916; Teacher Watauga Public School, 1904-5; Teacher Johnson City Public Schools, 1905-11; Critic Teacher, East Tennessee State Normal School, 1911-13; Principal West Side School, Johnson City, 1913-17; present position since 1917.

IRMA PAULA SCHUH.....**Physical Education**

Graduate of High School, Cairo (Illinois), 1915; Post Graduate course High School, San Angelo (Texas), 1915-16; Graduate of the Normal School of Physical Education, Battle Creek (Michigan), 1918; Summer course, Battle Creek (Michigan), 1919; Charge of Public Playgrounds, Cairo (Illinois), summer 1917; present position since 1918.

KATHERINE McSPADDEN.....**Critic Teacher**

Graduate Bristol High School, 1908; graduate State Normal School, Academic Department, 1913; Summer Term East Tennessee State Normal School, 1913, 1915, 1916; primary teacher, Erwin public school, 1913-1917; primary teacher Barbourville (Kentucky), 1917-18; present position since 1918.

CHARLES FLEET REECE.....**Physical Education. Mathematics**

Graduate Johnson County High School, 1911; B. A., Carson and Newman College, 1914; Graduate student, Peabody College, 1917-18; Second Lieutenant, Officers' Training School, Camp Gordon, Georgia, 1918; Principal Fentress County High School, 1914-15; Mathematics and Athletic Director, Bell High School, Robertson County, 1916-17; present position since 1919.

EDNA PEARL BENNETT.....**Methods and Practice Teaching**

Pd. B., State Teachers' College (Colorado), 1916; Pd. M., State Teachers' College (Colorado), 1917; Teacher in graded public schools (Kansas), 1908-13; Critic teacher, State Teachers' College (Colorado), 1916-17; Department of Methods and Critic Teaching, State Normal School (New Mexico), 1917-19; present position since 1919.

KATE CALDONA PITTS.....**History and Civics**

A. B., Piedmont College, 1904; Student at Peabody College for Teachers, 1907-08; Graduate student at University of Georgia, summers of 1913-14-15-16-17; Georgia Professional Secondary Certificate, 1914; Teacher in Public Schools of Georgia, 1904-1907; Teacher Cornelia High School, 1908-1911; Teacher Bristol High School, 1911-12; Teacher Cornelia High School, 1912-14; Principal Lavonia High School, 1915-16; Toccoa High School, 1916-18; Principal Tifton High School, 1918-19; present position since 1919.

EDNA COX.....Domestic Science

Graduate Gate City (Virginia) High School; Diploma, East Radford State Normal School, 1915; Supervised Teaching, East Radford (Virginia), 1915; B. S., George Peabody College, 1918; M. A. George Peabody College, 1919; seven years in grade schools of Scott County, Virginia; Home Economics, Elk Creek Training School, 1915-16; Home Economics Extension Work, East Radford (Virginia), 1916-17; present position since 1919.

LILLIAN FIELD.....Critic Teacher

Graduate Hickory (N. C.) High School, 1907; Student, Normal and Industrial College for Women, Greensboro (N. C.), 1907-11 Grade teacher, Wilson (N. C.), 1911-14; Grade teacher, Hickory (N. C.), 1914-19; present position since 1919.

WILLIAM LEE GENTRY.....Rural Education

B. S., Hiwassee College, 1895; Student National Normal University, 1899; Teacher in public schools, 1895-1906; Head of Department of Education, Carson-Newman College, 1906-17; Dean, Carson-Newman College, 1915-17; President Carson-Newman College, 1917-19; Member State Board of Education, 1914-19; present position since 1920.

A. VERNON McFEE.....Public School Music

Graduate Knoxville High School, 1902; Student University of Tennessee, 1905-6; Graduate of the College of Music, Cincinnati, 1915; Special Course in Public School Music with Mr. A. G. Gadtvoort; Studied voice under Signor Lino Mattioli, 1912-15; Professor of voice, Lincoln Memorial University, 1916-20; present position since 1920.

WILLIAM REED WINDES.....Agriculture and Biology

Graduate, Mercer High School, 1913; B. S. A., University of Tennessee, 1917; Graduate student, University of Bristol (England), 1918-19; Teacher in Karns High School, 1917-18; Principal, Jones High School, 1919-20; present position since 1920.

FRANK FIELD.....Psychology and Education

B. A., Waynesburg College (Pa.), 1904; Student West Virginia University, 1904-5; M. A., Columbia University, 1913; Special diploma in Educational Administration, Teachers College, 1913; Teacher in Rural Schools (Pa.), 1906-8; Principal Richhill High School (Pa.), 1908-12; Head of department of Education, Southwestern State Normal School (Pa.), 1913-19; Professor of Psychology and Education, Lenoir College (N. C.), 1919-20; present position since 1920.

MARGARET MOORE-----Modern Languages

Graduate of Johnson City High School, 1914; Graduate Normal Department, East Tennessee State Normal School, 1916; Teacher Erwin High School, 1916-17; B. A., University of Tennessee, 1919; Teacher Johnson City High School, 1919-20; present position since 1920.

FRANCES IONE MATHES-----Piano and Harmony

Washington College, 1896-9; Student Summer School of the South, 1904; Special student, Maryville College, 1906-7; College of Music, Cincinnati, 1900-1; Certificate, Piano and Theory Department, Cincinnati Conservatory of Music, 1913; Student Cincinnati Conservatory, summers 1910, 1911, 1912, 1913; Student in Piano and Methods, Teachers College, summer 1915; Teacher of Piano, Washington, College, 1901-4; Teacher of Piano in Maryville, 1905-13; present position since 1913.

WILLIAM L. PRINCE-----Bursar

OLIVE TAYLOR-----Librarian

EDNA BINGHAM-----Secretary

NANNIE ANDERSON-----Matron Women's Dormitory

LIZZIE S. GURLEY-----Manager Dining Halls

F. W. BAUM-----Engineer

GEORGE MILAM-----Janitor

MADISON LAWS-----Watchman

WM. H. KEENE-----Farm Foreman

COMMITTEES OF THE FACULTY

Note—The President is ex-officio a member of each committee

Appointments and Employment: Gentry, Bennett, Roberts.

Athletics: Burleson, Reece, Schuh.

Building and Grounds: Wilson, Windes, Prince, Gurley, Anderson.

Entrance and Promotion: Burleson, Yoakley, Pitts, F. Field.

Library and School History: Taylor, Pitts, Moore.

Music and Lectures: Rogers, McFee, Bennett, Mathes.

Sanitation and Decoration: Slocumb, Roberts, Cox, Gurley.

School Exhibits: Windes, Wilson, Slocumb, Cox.

Social Life: Smith, Gentry, Pitts, Hornsby, Anderson.

Students' Homes: Rogers, Reece, Baxter, Hornsby, Cooper.

Student Organizations: McFee, Yoakley, Baxter, Cooper.

Supply Room: Roberts, Prince, F. Field.

ESTABLISHMENT

The State Normal Schools—one each in East, Middle, and West Tennessee and an industrial Normal School for negroes—were authorized by Chapter 264 of the Acts of 1909, popularly known as the "General Education bill." This bill, as amended by Chapter 23 of the Acts of 1913, set aside thirty-three and one-third per cent of the gross revenue of the State for public educational purposes. Thirteen per cent is for the maintenance of the State Normal Schools. The East Tennessee State Normal School receives from this appropriation about \$55,000 annually.

MANAGEMENT

The general control and management of the Normal Schools are vested in the State Board of Education, and, under authority granted by law, this Board located the East Tennessee State Normal School at Johnson City, the Middle Tennessee State Normal School at Murfreesboro, and the West Tennessee State Normal School at Memphis.

Under the law that authorized counties and municipalities to issue bonds to encourage the establishment and erection of the East Tennessee State Normal School, Washington County appropriated \$75,000 in bonds; Johnson City gave \$75,000 in bonds, free lights and free water, and provided granolithic walks to the school grounds.

Hon. George L. Carter donated a valuable site of one hundred and twenty acres, worth \$60,000, and has since built asphalt streets to the school grounds, and the Johnson City Traction Company extended its lines to the site of the school.

THE PURPOSE OF THE SCHOOL

The General Education Law of 1909, which created the East Tennessee State Normal School, clearly defined the purpose of its establishment. This was declared to be "for the education and professional training of teachers for the schools of the State."

It is a special school—a professional school for the education and training of teachers.

It attempts to confer on those who attend it that education, discipline, training, and skill which will best prepare them for teaching in the public schools of Tennessee.

It is with this purpose in view that the selection of its teachers is made and the courses of study are arranged, that libraries and laboratories are equipped, and that the Observation and Practice School is conducted.

No pupil is admitted who does not come for the one purpose of preparing to teach, and students who enter shall "first sign a pledge to teach in the public or private schools of the state of Tennessee, within the next six years after leaving the school, at least as long as they have attended said school."

In the preparation for teaching three general principles are recognized as essential: (1) Thorough scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision. These principles are fundamental and guide in all that relates to the work of the Normal School.

TERMS OF ADMISSION

STATUTORY PROVISIONS

Under the provisions of the law establishing the State Normal School, all white males or females resident in the State of Tennessee and not under sixteen years of age are eligible for admission, provided they shall pledge themselves to teach in the schools of the State, within six years after leaving the school, for as long a time as they shall have attended the school.

HEALTH

No applicant will be admitted who cannot furnish evidence of being physically sound, free from contagious or infectious disease, and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher.

CHARACTER

Every applicant for admission must present a certificate of good moral character, signed by a responsible person. The State is under obligation for the professional training of no person that is not qualified to exert a wholesome spiritual influence upon the lives of children.

FEES

Tuition is entirely free to all students resident in Tennessee. Students not resident in Tennessee are required to pay a tuition fee of fifteen dollars for each term. A registration fee of three dollars for each term is payable by all students, and must be paid before matriculation. Small fees in laboratory courses are charged for materials and breakage.

SCHOLASTIC REQUIREMENTS

For admission to the Academic Course the applicant must have completed *two years of high school work*. Teachers over 21 years of age who have not done two years of high-school work may be admitted.

Candidates for admission should write for an application blank, which will provide for a complete statement of all work done elsewhere, and for the official signatures necessary for proper certification. All work thus credited is accepted *conditionally*, and the credit given will be cancelled if the student is found unable to do proficient work in the subjects to which he is admitted.

The regular application blank, properly certified, will be required of all applicants, as far as possible. When certification cannot be secured the committee will use its own judgement and may either accept conditionally the statement of the applicant or require an entrance examination.

Graduates of a two-year high school course will be admitted to the Third Year of the Academic Course, but may be required to make up conditions in the sub-Third Year in such subjects in the Second Year as they may not have completed in a satisfactory manner. On the same terms, graduates of a three-year course will be admitted to the Fourth Year, and graduates of a four-year course will be admitted to the Certificate Course or the Junior Year of the Diploma Course.

The minimum time necessary for graduation from either the Certificate or the Diploma Course will be three terms, or nine months.

BUILDINGS AND EQUIPMENT

The buildings include a main, or academic building, the dormitory for women, the dining-hall, including the kitchen and laundry, a model school-building, the heating plant, a residence for the President, a summer dining room, a tenant home, and a combination stock barn.

Main Building—In the main building are the offices, laboratories, recitation rooms, library, society halls and auditorium—in all about forty rooms.

The class-rooms are furnished with modern desks and recitation seats, and the laboratories are fully equipped with all needed apparatus and supplies. The Manual Training and Home Economics rooms are equipped with the most modern equipment.

Women's Dormitory—The women's dormitory contains two double parlors, twelve study-rooms, twelve bath-rooms, and forty large bed-rooms with closets. Each room is furnished with shades, rugs, dresser, table, chairs, iron bedsteads, springs, and mattresses.

Dining Room—The kitchen and dining-room are in a building ninety by one hundred and ten feet, and one story and a basement in height. The dining-room is fifty by ninety feet, with windows on four sides, and is ample for 350 boarders. The kitchen and dining-room are supplied with modern equipment, and are sanitary in every way.

Practice School Building—This school-building, first occupied in 1915, was planned as a type for consolidated schools. It contains agriculture and manual training room, cooking and sewing room, class-rooms, reading room, office and auditorium. In each class-room are cloak, lunch and teachers' closets, and a book-case. The auditorium, which will seat three hundred, has stage, dressing-rooms, and foot-lights. The heating, lighting and ventilation of the buildings are perfect.

Tenant House—A cottage of five rooms, supplied with electric lights and water, was completed in 1919 by the Manual Training department for the use of the farm foreman.

Normal Cafeteria—The Normal School Cafeteria was opened at the beginning of the Summer Term, 1916, and furnishes ample boarding accommodations for all students who do not take meals in the regular dining-room. This new building, which is forty feet wide and one hundred feet long, was erected at a cost of about \$4,000 and is completely furnished with all modern cafeteria equipment. It is conducted so that the rates are made to cover only the actual expense of operation.

Grounds—All these buildings, together with the residence, are located on a commanding site, comprising a hundred and twenty-five acres, and donated by Hon. George L. Carter, whose splendid generosity means so much to the young men and women of Tennessee. The grounds are ample for the growth of the school for all time.

CAMPUS

Much attention is being given to the beautifying of the grounds and parks, which by their natural attractiveness offer exceptional opportunity for artistic landscape gardening. More than thirty-five hundred trees and shrubs contribute much to the natural beauty of the grounds. One mile of macadamized roadway has been built, reaching all the buildings and setting off to the best advantage the beauty of the buildings, campus, and park.

HEALTH CONDITIONS

The school site of 120 acres has an elevation above sea level ranging from 1,675 to 1,875 feet. At the main building the altitude is 1,710 feet. Only a few miles away are mountains reaching from 2,500 to 4,000 feet. Roan Mountain towering 6,313 feet high, is only twenty-five miles away. The elevation of the school and the proximity of the higher mountains make the climate refreshing and invigorating, and give to student and teacher an ideal place for study, recreation, and rest.

The water supply is abundant and pure, coming some twelve miles in pipes from never-failing free-stone springs in the near-by mountains and having a daily flow of 4,000,000 gallons.

With a desirable elevation, an invigorating atmosphere, a never-failing supply of the purest water, and inspiring views on every hand, it is not surprising that in nine years, with a total registration of more than 4,500, there has been no case of serious illness in the school.

CHURCHES

Johnson City has unusual church advantages. Perhaps no town or city in the county has a larger percentage of church and Sunday-school going people and better church equipment. Among the excellent plants are those of the Methodist Episcopal Church South, the Methodist Episcopal, the Baptist, the Christian, the Presbyterian, the United Brethren, the Episcopal, and the Catholic. Hence, the religious atmosphere of Johnson City is excellent.

The Normal School has always heartily cooperated with the various churches. Practically its entire faculty and student body are regular attendants of the various religious services, while most of the faculty are actively identified with church work. The various ministers of the city are often invited during the course of the year to address the students and the entire school is encouraged to take an active part in church work.

SUMMARY OF EXPENSES

TUITION

Tuition is free to students resident in Tennessee. Non-residents pay \$15.00 for each term. All pay in addition a registration fee of \$2.00, and a student activity fee of \$1.00 for each term. A nominal fee is collected from those who take laboratory courses to cover breakage and the cost of material, and the actual cost of supplies used in the departments of Industrial Arts is charged to all who take any of the courses in manual training or home economics.

These fees are as follows: Chemistry, \$1.50 a term; Physics, \$1.00 a term; Sewing, \$1.00 a term; Cooking, \$2.00 a term; Wood Turning, 50 cents a term; Public School Industrial Arts, 50 cents for the course. These must be paid to the Bookkeeper on matriculating in the course.

No library fee is charged, but students who wish to withdraw books from the library are required to make a deposit of \$1.00, which is subject to refund.

ROOMS

Furnished rooms in the women's dormitory cost only seventy-five cents a week. Desirable rooms for men and women can be found in convenient parts of town at from \$1.25 to \$1.50 a week for each occupant. The Committee on Students' Homes will give all needed assistance in finding suitable accommodations for students. Students wishing to secure rooms in private homes should communicate with Professor C. E. Rogers, chairman of the committee.

BOARD

All who can be accommodated in the dining hall will be given board at actual cost of food and service. The cost for 1919-20 did not exceed \$3.50 a week and will be kept as low as possible. Lunches are served in the dining-room of the Domestic Science Department or Cafeteria at a nominal cost, making it unnecessary for students to return to their homes at the noon recess.

SUMMARY

The estimated school expenses, lowest and highest, for students for one term of 12 weeks are as follows:

Tuition -----	Free	
Registration Fee -----	\$2.00	\$ 2.00
Student-activity fee -----	1.00	1.00
Boarding in dining room -----	35.00	45.00
Lodging -----	9.00	18.00
Books -----	3.00	6.00
Total -----	\$ 50.00	\$ 72.00

INFORMATION FOR STUDENTS

HOW TO COME

Johnson City is on the Knoxville-Bristol division of the Southern Railway, with five trains each way daily; on the Carolina, Clinchfield and Ohio Railway, with four trains daily; and is the terminus of the East Tennessee and Western North Carolina Railway, with three trains daily.

HOW TO REACH THE GROUNDS

On arrival at Johnson City students should come at once to the Normal School and report to the chairman of the Committee on Students' Homes, Professor C. E. Rogers, or, if lodging has been reserved in the Dormitory, to the Matron, Miss Anderson.

Come to the Normal School on the street car. Cars pass near the railway stations every thirty minutes, from 5:30 a. m. until 10 p. m. **Do not engage a transfer wagon or dray to deliver trunks or baggage, but deliver your check to Professor Rogers, or the Matron,** who will have your baggage sent to your room if in the city or Dormitory at a cost not exceeding thirty-five cents for each piece, or if outside the city at a cost of fifty cents.

Young women to the number of one hundred and sixteen may secure rooms in the Dormitory by writing to the President. Those who apply too late to secure dormitory rooms may have rooms secured in the city at the most reasonable rates possible. A list of excellent rooms and boarding places for men and women has been made, and a committee will be found ready to assist in making a suitable selection.

WHAT TO BRING

A list of the furnishings in the dormitory will be found on page 16 of this bulletin. Young women should bring in addition the following articles: pillow, pillow cases, sheets, blankets, comfort, bed spread, towels, and other necessary toilet articles. Men and women lodging in homes secure furnished rooms, unless otherwise notified.

HOW TO MATRICULATE

First, go to the office of the Dean and fill out a registration card. Assignment of studies for the term will then be made by the Committee on Entrance and Promotion. Secondly, pay to the Bookkeeper all fees due, and secure his receipt. Thirdly, secure the signature of the President to the matriculation card made out by the Committee on Entrance. Fourthly, secure all needed text-books from the supply room in the main building.

SCHOOL TICKETS

For the benefit of the out-of-town students attending the Normal School, commutation tickets good for twenty-three round trips, if used within one month from the date of purchase, can be secured at very low rates on any of the railroads entering Johnson City. These tickets can be purchased only at the Johnson City ticket offices and are sold by the Southern Railway for all stations from Bristol to Greeneville, and by the C. C. & O. Railway and the E. T. & W. N. C. Railway for all Tennessee stations.

MISCELLANEOUS INFORMATION

LITERARY SOCIETIES

Two literary societies were organized during the year 1911-12: the Pestalozzian by the young men, and the Sapphonian by the young women. During the Spring Term of the year 1912-13 another society was organized by the young women, which was reorganized as the Pi Sigma Society in 1916-17.

All the societies hold weekly meetings and have been important factors in the life of the school.

THE FACULTY WOMEN'S CLUB

The Faculty Women's Club is composed of the women of the faculty and the wives of the men of the faculty.

Its aim is to encourage the social activities of the school, to look after the health and happiness of the students and to render any service possible to the school.

It belongs to the Tennessee Federation of Women's Clubs and is interested in many civic and other activities. It has been especially interested in Mountain Settlement work this year, joining the other Johnson City clubs in work and contributions for this cause. It has also contributed to many other causes of general interest.

The officers for the year 1919-20 were: Mrs. F. W. Alexander, President; Miss Olive Taylor, Vice-President; Miss Pearl Bennett, Secretary; Miss Irma Schuh, Corresponding Secretary; and Mrs. Max Schoen, Treasurer.

LITERATURE CLUB

There were about forty members of the Literature Club. Its officers were: Kate Thomas, President; Lucy Abel, Secretary; Jewel Love, Gladys LaRoche, and Professor Burleson, Program Committee.

The Club met on alternate Thursday evenings. This year it studied current poetry. Professor Burleson met regularly with the Club, while other members of the faculty attended from time to time. Students found this both a helpful and an interesting organization and learned from it how to start and run similar organizations in their own communities.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Among the organizations standing for high ideals of service none are doing better work than the Young Women's Christian Association. To the girls away from the influence of a Christian home, to the sometimes thoughtless girls, and to those who are already interested in constructive work, it gives opportunity for development through its semi-weekly meetings, which are business, social and religious in character.

The Association provides a small library, supplies magazines, and other reading matter for the reading-room in the dormitory, and provides simple home remedies without cost to the girls of the dormitory.

YOUNG MEN'S CHRISTIAN ASSOCIATION

This organization has been one of the strongest agencies for promoting moral and spiritual standards of the highest type among the young men of the school. Bible courses, devotional services, and social recreation constitute a part of the work of the Association. Splendid opportunities are offered for the development of leadership.

A faculty committee cooperates with the students in formulating plans and in carrying on the work of the Association.

OBSERVATION AND PRACTICE SCHOOL

As a laboratory of the Department of Methods a Training School consisting of eight grades is maintained. Courses in Observation, Demonstration and Practice Teaching are given.

The purpose of this school is to demonstrate the methods taught and give opportunity to put theory into actual practice.

As a prerequisite to practical teaching a course in directed observation is required. This is under the personal direction of the head of the Methods Department.

All practice-teaching is carefully supervised and is done under the supervisors of grades and heads of departments. Every effort is made to inspire the student-teachers with fine professional spirit and equip them with the best methods which have been found practicable through successful experience.

A new course of study will be published for the next school year. This has been the work of supervisors and heads of departments and receives their unqualified approval as to method and arrangement of subject matter.

A juvenile library of some three hundred volumes and various magazines has been provided for the use of the pupils and teachers. Additions are made from year to year, thus furnishing the child the books that he most cares for. To further promote the love of good reading story hours are conducted regularly in each grade.

A Parent-Teachers Association is very active in its efforts to assist in improving the school, and making it a community center. Meetings have been held Monday, and in every project the school has received splendid encouragement and assistance. This organization is particularly interested in public health, playground equipment, and the library. Extensive plans have been made for the coming year. The officers are: President Mrs. Paul E. Devine; Secretary, Mrs. L. W. Oakes; Treasurer, Mrs. Joe Horton.

PUBLICATIONS

The official publication of the School is The East Tennessee State Normal School Bulletin, published bi-monthly. During the current year the following numbers have been issued:

VOL. IX, No. 1—Annual Catalog, 1919-20.

VOL. IX, No. 2—Conference of Superintendents; Catalog of Graduates and Students.

VOL. IX, No. 3—Announcement of Winter Term.

VOL. IX, No. 4—Announcement of Spring Term.

VOL. IX, No. 5—Schedule of Recitations for Spring Term.

VOL. IX, No. 6—Summer Term Number.

The Student body, under Faculty direction, published semi-monthly "The Normal News." This student journal is intended to offer opportunity to develop skill in writing and practice in the management of a school paper. The Senior Class, 1920, published the Annual, "Old Hickory," No. 2, a book of 100 pages.

THE LIBRARY

The library consists of more than 2,500 well selected books.

The Dewey system of classification is used. A good supply of pamphlets and bulletins, also magazines and daily newspapers, have been carefully selected to meet the actual needs of the students.

It is the purpose of the library to supplement the work of every department and every possible aid is given to students in the use of reference material. A reference shelf supplied with the latest and best material is provided for the use of debaters, literary societies, and others.

All students are invited to use the library, a deposit of one dollar, which is subject to refund, being required only when books are withdrawn from the library.

PUBLICITY

Through the splendid cooperation of the Tennessee daily and weekly newspapers the work of the State Normal School has been brought to the attention of the people of East Tennessee in a most helpful and effective way. The Bulletins of the school are sent regularly to all county superintendents, members of boards of education, and teachers. The extension work done by members of the Faculty in almost every county has brought to the notice of the people the aims and purposes of the school.

The Conference of East Tennessee County Superintendents, at its meeting in June, 1915, adopted the bulletin of the school as its official publication.

STUDENT ACTIVITY ASSOCIATION

In the Fall Term of 1916-17 the student body organized itself into a Student Activity Association for the purpose of giving direction and support to the various activities of the school. This association, which includes the entire membership of the school, collects from each student a fee of one dollar a term. The funds thus collected go to the support of a lyceum course, the student magazine, and the several forms of athletics.

ATHLETICS

The athletics of the school are directed by Mr. Reece, Miss Schuh, and Professor Burleson. In the last few years strong teams have been developed in track, baseball, and basket-ball for both boys and girls.

The training of the girls' basket-ball team is under the direction of Miss Schuh. During the past season this team was very successful.

Mr. Reece is in charge of athletics for men, and during the last season developed a strong basket-ball team. Each year a competitive track meet is held and the right kind of training is directed to the best development of each individual student. This is in accord with a unified effort of both athletic directors to give suitable activities to meet the needs of each individual student.

Professor Burleson has very successfully directed the tennis for several years and some excellent tournaments are held each year.

With all these branches of activities there is never a season of the entire school year but is alive with some interesting athletic activity, and with the organization of an Athletics committee to handle the management of all departments, the school may expect greater growth and interest in athletics in the future than in the past.

FARM AND GARDEN

The school garden and farm are the outdoor laboratories for the Agricultural Department. Here the student is given individual plots to manage and make practical application of the science of farming. Studies in fertilizing, tillage, methods, rotation, and succession of crops are in progress throughout the year.

DISCIPLINE

The management of the school has been an easy problem to work out. The class of students that come to us have a definite purpose and understand that the profession for which they are preparing has high standards and ideals. They conform to these regulations of their own volition, and in only a very few instances has it been necessary for any member of the faculty to confer with any student relative to improper conduct.

SCHOOL RECORDS

A complete and accurate system of school records is kept. These show every important fact related to the student's connection with the school from the day of his entrance to the time of his leaving, and provide for a record of his work after graduation. Students desiring the official record of their work should write to the Registrar, Professor C. E. Rogers, inclosing the fee, \$1.00.

FACULTY MEETINGS

At the meetings of the Faculty reports of committees are made and individual reports submitted. Most of the time at Faculty meetings is devoted to discussion of the larger and more vital problems of education, with especial reference to East Tennessee and the work of the State Normal School.

SUMMER TERM

The Summer Term of ten weeks is a very important and helpful feature of the work of the State Normal School, and the attendance indicates that it meets a real need of teachers. The Summer Term gives opportunity:

1. *To teachers* for adding to their scholarship and improving their professional training by taking regular or review courses.
2. *To ambitious students* for earning additional credits on regular courses, thus shortening the time required for certification.
3. *To students who have failed* to do satisfactorily the work in any term to continue their studies and overcome their deficiencies.

In addition to the regular members of the faculty, additional teachers are employed, specialists in their work. It is planned for 1921 to employ a larger number of additional teachers than ever before and gradually to enrich the courses offered.

A special bulletin is published in April giving full information as to the work of the Summer Term, including a detailed description of all the courses offered.

The Summer Term for 1921 will open Monday, June 6, and continue ten weeks, closing August 13.

TEACHERS NEEDED

In many counties in East Tennessee there are not enough qualified teachers for the positions to be filled.

The higher wages paid in other industries have led many men and women to withdraw from the work of teaching. Because of the higher standards prescribed for teachers' certificates in the State, examinations and the closer grading of papers, there are probably fewer licensed teachers in the State than there are positions to be filled.

Many persons who have been teaching on temporary certificates have now completely exhausted the temporary certificate privilege. It is highly important, therefore, that prospective teachers shall qualify themselves for work and that those now engaged in teaching shall fit themselves for higher and more responsible positions.

The State Normal School offers opportunity for preferment in the teaching profession. It invites those who expect to become teachers to attend its sessions and take courses and it urges teachers now holding certificates to better qualify themselves for higher positions.

Teachers of ability no longer have to seek positions in Tennessee, but are sought by Superintendents and Boards of Education.

TEACHERS' SALARIES

The most vital public-school question of today is that of finding teachers for the schools. Many of our best teachers are resigning to engage in other work offering better pay, and qualified applicants cannot be found for the vacant places. All other work offers higher salaries.

Recognizing that the welfare of the country demands imperatively that the schools shall not be closed to the children, and that the only way to secure and hold the services of teachers is to pay a living wage, the East Tennessee Educational Association, with more than 2,000 members, and the State Teachers' Association, including in its large membership representatives of every county in the State, have unanimously adopted the following recommendations:

"That the minimum monthly salary paid inexperienced teachers be as follows:

"Graduates of standard four-year high schools	\$ 80.00
Graduates of standard four-year high schools who have	
had one year's work in a State Normal School.....	90.00
Graduates of standard four-year high schools who have	
had two years' work in a State Normal School.....	100.00
Graduates of standard colleges who have done prescribed	
courses in education	120.00

"That teachers be given an increase of \$5.00 a month for 6 years or an increase of \$30.00 a month over the minimum recommended."

The State Teachers' Association by unanimous vote, adopted the following additional resolution relating to teacher preparation and compensation of teachers:

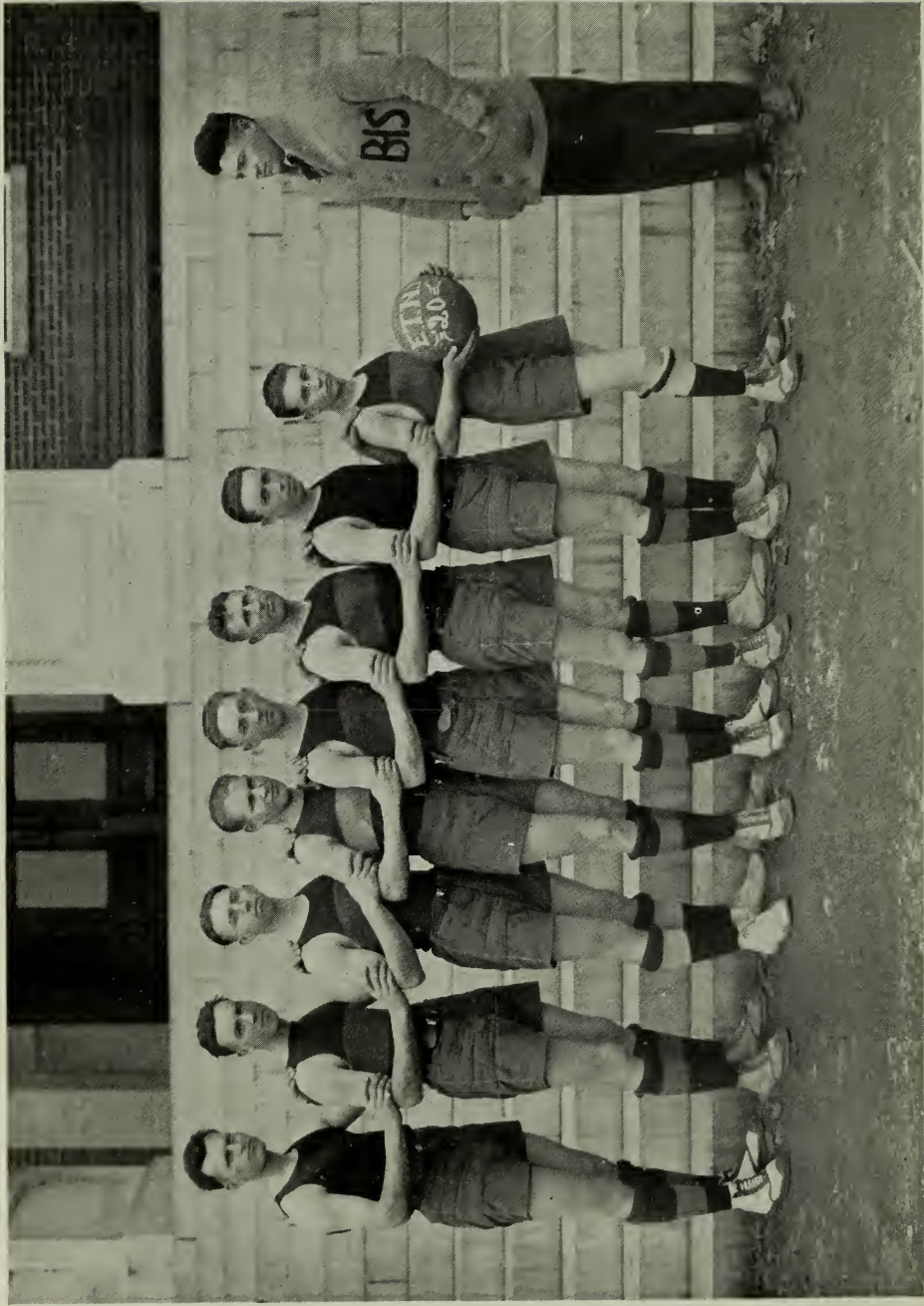
"It is recommended that one month's additional pay be allowed teachers who attend any term of a State Normal School or any school approved by the State Board of Education, on the presentation of certificate showing attendance and satisfactory work, provided that only teachers returning to the county to teach be given such additional compensation."

POSITIONS

The school authorities of the state may reasonably demand assistance of the State Normal School in finding efficient teachers, and as far as possible this demand will be met. Graduates will be recommended for desirable positions, and school boards desiring to employ the best teachers will be given every possible help. To care properly for the work of securing teachers for positions, a Committee on Appointments and Employment has been appointed, and the services of this committee will be absolutely free of cost to schools and school officials. Teachers registering with the committee will



TRAVELLERS CLUB



BOYS' BASKET BALL TEAM

pay a fee of \$1.00 to defray expenses of correspondence and for telegraph and telephone charges. Qualified teachers desiring positions and school boards seeking efficient teachers should write to Professor W. L. Gentry, chairman of the Committee on Appointments and Employment.

BETTER SCHOOLS

A demand of the people of Tennessee is for better public-school teachers. With an increase in school revenues in recent years this demand has become imperative, and with it has come the demand for better school-houses and equipment and modern courses of study. The Normal School stands for these larger and better things and will assist in the preparation of teachers for more complete service, so that the life and activity of our people may be made richer, fuller, and more productive.

COLLEGE STUDENTS

The State Normal School offers opportunity to graduates of colleges to do the professional work required for teachers' permanent high-school license. Such graduates, by spending one year in the Normal School, may work out sufficient professional courses to entitle them to a permanent first-grade high-school license without further examination.

BOARDS OF EDUCATION

Boards of Education are invited to confer with the Normal Schools in the matter of securing capable teachers, and should encourage efficient teachers to remain in the work by paying salaries in keeping with the increases in other fields of work and with the increased cost of living.

COOPERATION

The heartiest cooperation of county superintendents and school boards is essential if the Normal School is to do the largest good for the public schools of the state. This cooperation can be made effective by urging the attendance of teachers and young men and young women who expect to become teachers, and by the promise of preference, in employment and better salaries, to those who prepare themselves for better work by attendance in the Normal School. This cooperation is earnestly invited, and the Normal School in return pledges its best services and support to all the public school authorities of the State.

EXTENSION WORK

Believing that a State Normal School can do a most effective type of extension work in the several counties at sessions of the county court, school rallies, teachers' meetings, agricultural meetings, good roads meetings, school commencements, etc., it has been the policy of the State Normal School to attend such meetings and during the year, nearly all of the East Tennessee counties have been visited once or more by the President, Dean, or some other member of the Faculty. In this way the Normal school cooperates with all movements for improving the life of our people.

The Normal School, through its Faculty, is desirous of giving assistance in every way possible in all its efforts looking to better school facilities, better teaching, and better living conditions throughout its territory—the thirty-four counties of East Tennessee. While the school may not be able to respond to all of the calls made upon it for help, it will, in every case possible, render assistance in the following ways:

I. To County Courts:

1. Addresses in the interest of higher school levies, high schools, consolidated schools, school-bond issues, longer terms, and larger salaries for better teachers.

II. To Boards of Education:

1. Assistance in securing suitable teachers through the Normal School Committee on Appointments and Employment.

2. Furnishing floor plans for school buildings, and giving estimates of costs of proposed buildings.

III. To Superintendents:

1. Professional help in all questions of school administration.
2. Addresses at school rallies and community meetings.
3. Help in the selection of suitable teachers.
4. Addresses at monthly teachers' meetings.
5. Annual conference at the State Normal School.

IV. To Teachers:

1. Aid in securing desirable positions.
2. Professional help through correspondence.
3. Plans for industrial work in cooking, sewing, school gardens, manual training, etc.
4. Plans for community work, parent-teachers' associations, club work, etc

COURSES OF STUDY

Courses of Study have been prescribed for the State Normal School's as follows: 1. Academic Course; 2. Certificate Courses; and 3. Diploma Course.

1. Academic Course. This Course includes the work given in the Third and Fourth Years of first-class high schools. It also gives opportunity for reviews of public-school subjects and includes courses in Agriculture, Manual Training, Cooking, Sewing, Modern Languages, Music and Drawing.

On the completion of the Academic Course the student is given a high-school certificate, and is admitted, without condition, to the Certificate Course or to the Junior Year of the Diploma Course.

Chapter 130 of the Acts of 1917 provides that no person shall be admitted to the State Normal Schools who has not completed the work of the Second Year in the course outlined by the State Board of Education for the high schools of Tennessee, except teachers 21 years of age or over, who may be permitted to attend as special students.

While students are advised to complete high-school work, whenever convenient for them to do so, before applying for admission to the Normal School, they are welcomed to the Academic Course if they prefer to do the Third and Fourth Years of the high-school course in the State Normal School, *provided they sign a pledge of intention to teach.*

2. Certificate Courses. Two Certificate Courses are offered: the Primary, for the preparation of teachers for first, second, and third grade work; and the Grammar School, for training teachers for the higher grades of the elementary school.

For entrance to either course graduation from a first-class high school or from the Academic Course of the State Normal School is required, and for the completion of the course one year's work, or 60 credits, is prescribed.

The Certificate Courses include work in elementary Psychology, School Management and Law, Public School Music, Drawing, Penmanship, Playground methods, Principles of Teaching, Special Methods and observation, and Practice Teaching.

3. Diploma Course. For entrance to the Diploma Course graduation from a first-class high school, or from the Academic Course of the State Normal School, is required. For the completion of the course nine terms' work, or 162 credits, are required. Of the credits required for graduation 79 are prescribed and 83 are elective, the prescribed credits being distributed as follows: Education, 48; Science, 10; Sociology, 8; Public School Music, 6; English, 4; and Drawing, 3. The total number of credits offered in the elective courses for the three years, and from which the student must elect not fewer than 83 credits, is as follows: English, 35; Science, 35; History, 36; Mathematics, 34; Agriculture, 42; Home Economics, 42; Manual Training, 41; Languages, 30; Public School Music, 12; and Drawing, 15.

Students who complete a certificate course may be admitted to the middle year of the Diploma Course with conditions only in Junior elective courses.

The Diploma Course, of three years, is to prepare teachers for elementary and high schools, and to provide professional education and training for principals, supervisors, rural demonstration and farm agents, members of boards of education, and superintendents of schools.

ACADEMIC COURSE**FIRST AND SECOND YEARS**

To be completed in high school and required for entrance to the State Normal Schools, as provided by Chapter 130, Acts of 1917.

SUB-THIRD YEAR

PREScribed—	TERMS	CREDITS
Composition—Rhetoric	3	12
Algebra	3	12
English History	2	8
Physical Geography	1	4

THIRD YEAR

PREScribed—	TERMS	CREDITS
American Literature	3	9
Plane Geometry	3	12
Biology	3	12
Mediaeval and Modern History	3	12
	—	—
Prescribed Courses	12	45

ELECTIVES—	TERMS	CREDITS
Elementary Sewing	3	9
Elementary Woodwork	3	9
First Year French	3	12
First Year Spanish	3	12
United States History, review	1	3
Arithmetic review	1	3
English Grammar, review	1	3
	—	—
Required Electives		15

FOURTH YEAR

PREScribed—	TERMS	CREDITS
English Literature	3	9
American History and Civics	3	12
Physics or Chemistry	3	9
Physiology and Hygiene	1	5
	—	—
Prescribed Courses	10	35

ELECTIVES—	TERMS	CREDITS
Any Third-Year Elective.		
Elementary Cooking	3	6
Mechanical Drawing	2	6
Elementary Agriculture	3	12
Second Year French	3	9

Second Year Spanish	3	9
Chemistry or Physics	3	9
Bookkeeping	1	3
Physiology, review	1	3
Geography, review	1	3
	—	—
Required Electives		25

CERTIFICATE COURSES**PRIMARY**

PRESCRIBED—	TERMS	CREDITS
Elementary Psychology	1	5
Management and Observation	1	5
Methods of Teaching	1	5
Public School Music	2	6
Public School Drawing	2	6
English Composition	1	4
Playground Methods	1	4
Child Study	1	5
Language and Reading	1	5
Primary Methods and Observation	1	5
Nature Study	1	4
Practice Teaching	1	4
Penmanship	1	2
	—	—
Prescribed Courses	15	60

GRAMMAR SCHOOL

PRESCRIBED—	TERMS	CREDITS
Elementary Psychology	1	5
Management and Observation	1	5
Methods of Teaching	1	5
Public School Music	2	6
Public School Drawing	1	3
English Composition	1	4
Playground Methods	1	4
Child Study	1	5
Physiology and Methods	1	4
Geography and Methods	1	4
Reading and Literature	1	4
History and Methods	1	4
Arithmetic and Methods	1	4
Practice Teaching	1	4
	—	—
Prescribed Courses	15	60

DIPLOMA COURSE**JUNIOR YEAR**

PREScribed—	TERMS	CREDITS
Elementary Psychology -----	1	5
Management and Observation -----	1	5
Public School Music -----	2	6
Public School Drawing -----	1	3
English Composition -----	1	4
Child Study -----	1	5
Geography -----	1	5
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Prescribed Courses -----	8	33

ELECTIVE MAJORS—	TERMS	CREDITS
English Composition -----	2	8
Solid Geometry -----	1	5
College Algebra -----	2	8
Physics -----	2	6
Chemistry -----	2	6
Ancient History -----	1	4
Medieval and Modern History -----	2	8
Elementary Agriculture -----	3	12
Elementary Cooking -----	3	9
Elementary Sewing -----	3	9
Elementary Woodwork -----	3	6
Mechanical Drawing -----	2	6
Foreign Languages -----	3	12
Public School Music -----	1	3
Public School Drawing -----	2	6
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Required Electives -----		21

MIDDLE YEAR

PREScribed—	TERMS	CREDITS
General Psychology -----	1	5
School Administration -----	1	4
Rural Sociology -----	2	8
School Sanitation -----	1	5
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Prescribed Courses -----	5	22

ELECTIVE MAJORS—	TERMS	CREDITS
American Literature -----	3	9
Plane Trigonometry -----	1	5
Analytical Geometry -----	2	8

General Biology	3	12
Constitutional History	3	12
Animal Husbandry	3	9
Advanced Cooking	3	9
Advanced Sewing	3	9
Advanced Woodwork	3	9
Farm Mechanics	2	6
Foreign Languages	3	9
Public School Drawing	3	9
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Required Electives		32

SENIOR YEAR

PREScribed—	TERMS	CREDITS
Secondary Education	2	8
History of Education	1	4
Principles of Education	1	4
Principles of Teaching	1	4
Practice Teaching	1	4
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Prescribed Courses	6	24

ELECTIVE MAJORS—	TERMS	CREDITS
English Literature	3	9
Grammar and Methods	1	5
Teaching High School Literature	1	4
Teachers' Arithmetic	1	4
Methods in High School Mathematics	1	4
Geology	2	8
Commercial Geography	1	5
Economic History	2	8
Methods in History	1	4
Horticulture	2	6
Methods in Agriculture	1	3
Household Management	2	6
Vocational Drawing	2	6
Methods in Manual Training	1	5
Foreign Languages	3	9
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Required Electives		30

EXPLANATION OF COURSES OF STUDY

1. Entrance. Graduation from a four-year high school or other school of equal rank is required as a condition for professional work; such scholarship is to be gained in a high school or other school of equal rank or in the academic department of the Normal Schools. The Normal School advises that, whenever possible for them to do so, students shall complete the high-school course before entering the Normal School.

2.—Majors. Students registering in the Diploma course must select two majors; that is, the elective work in any two of the following departments: English, Mathematics, Science, History, Agriculture, Home Economics, Manual Training, and Foreign Languages.

3.—Graduation. For graduation the student is required to complete at least 162-credits, or an average of 18 a term, which must include the prescribed courses and all courses in the two major departments elected.

4.—High School Credits. No work done in high school or other school of like grade shall be given a diploma credit, except on examination conducted by the head of the department in which such credit is asked.

5.—Foreign Languages. A Foreign Language to count as a Major must include three years' work in one language, or two years each in two languages; of which not less than two years, or 6 terms, must be done after high-school graduation.

6.—Industrial Courses. Beginning courses in the departments of Home Economics, Agriculture, and Manual Training may count as credits in the Normal Course, provided the work is continued through two years; but these courses cannot be accepted as substitutes for any prescribed courses.

7.—Credits. The unit of credit is the equivalent of one recitation a week for one regular term. In all special subjects, such as cooking, sewing, writing, drawing, industrial arts, and all laboratory work, the "credit" is the equivalent of two recitations a week for one term. The minimum number of credits for each regular student is 18 a term, and the maximum 22, except by special permission of the President.

8.—Changes of Course. No changes of course shall be made after matriculation, except by permission of the Committee on Entrance and Promotion, upon conference with the student and with the instructors whose classes are involved in the proposed changes. After two weeks from date of matriculation no change of course shall be made, except by permission of the President.

9.—Examinations. No credit will be given in any subject except on the passing of examinations or tests, as prescribed by Faculty regulations. No special examination will be given except by authorization of the President or Faculty.

10.—Grading and Promotion. The grades of all students are expressed numerically on the scale of one hundred, in multiples of five, the passing grade in any subject being sixty-five. The grades are determined by the class standing and test records.

CERTIFICATES AND DIPLOMAS

Under authority of laws providing for the establishment and management of the State Normal School, and for the certification of teachers, the State Board of Education and the State Superintendent of Schools have authorized the granting of Normal School Certificates and Diplomas having teachers' license value and good in any county in the State as follows:

1.—Certificate Courses. Those who complete either the Primary or the Grammar School Certificate Course will be given a Normal Certificate which shall entitle them to a permanent first-class elementary teacher's license.

2.—Junior Year, Diploma Course. Those who complete the Junior Year of the Diploma Course will be given a Normal School Certificate which shall entitle them to a one-year elementary teacher's license.

3.—Middle Year, Diploma Course. Those who complete the Middle Year of the Diploma Course will be given a Normal School Certificate which shall entitle them to a two-year high-school license good in any high school except four-year high schools.

4.—Senior Year, Diploma Course. Those who complete the Senior Year of the Diploma Course will be given a Normal School Diploma which shall entitle them to a permanent first-class high-school teachers' license.

SPECIAL CERTIFICATES

Special Certificates in the departments of Agriculture, Manual Training, and Home Economics will be awarded to any graduate of the Diploma Course who completes all the courses offered in such departments. Special certificates in the departments of Vocal Music, Instrumental Music, Public School Music, Drawing, and Expression will be given to any graduate in the Certificate or Diploma Course who has completed all the courses offered in such department.

Special Certificates will be given in Expression to all who have completed the Diploma Course, majoring in Literature all class-work in Expression offered, and two terms' private work, two lessons a week.

CERTIFICATES AND RENEWALS

The following regulations relative to State examinations and certificates have been approved by the State Superintendent of Schools:

1. Under the provisions of an Act of the General Assembly of 1917 a first-grade elementary or high-school teachers' license, issued on the Normal School Certificate or Diploma, may be converted into a Permanent License, provided the holder has not discontinued school work for as many as three successive years. Graduates of the Normal School entitled to Permanent License should make application for such certificate to the President of the Normal School.

A Permanent License may be revoked should the holder discontinue teaching for three years.

2. The holder of a two-year teachers' certificate may have the same renewed for two years provided he has attended at least one term at the State Normal School or some other school accredited by the State Board of Education during the life of his certificate and done satisfactory work in at least three courses.

3. A license good for one year may be issued to a graduate of a first-class high school who attends any term in a State Normal School and does satisfactory work in three or more professional courses.

STATE EXAMINATIONS

State examinations for teachers' license are conducted at the State Normal School at the close of the Fall, Winter, and Summer terms. The questions for these examinations are prepared by the State Board of Examiners and the papers of applicants are forwarded to the State Superintendent of Schools to be graded by the State Grading Committee.

DEPARTMENT OF BIOLOGY AND AGRICUTURE

PROFESSOR WINDES

MISS SMITH

II. Elementary Biology. Text, Hunter's Civic Biology and Hunter's Laboratory Problems in Civic Biology. Three terms, twelve credits.

The course is designed to give a general idea of the principles which underlie the world of life, and should prove to be a good foundation for the teaching of nature study. Numerous laboratory exercises and field trips.

(a) Botany. The life processes of plants will receive emphasis, rather than their anatomy. The relations between plants and animals and between plants and man especially, will be given much attention.

(b) Zoology. The treatment of the animal world will be much after the manner employed in that of the plant world.

(c) Human Physiology. Most attention will be directed to the physiological processes of the body. A close relationship will be made between the work of this term and that of the first two terms dealing with plant and animal life. The interdependence of human life, plant life, and animal life will be stressed.

III. Review Physiology. Text, Ritchie's Human Physiology. Three credits.

For those wishing to take the teachers' examinations. It is assumed that those who enter have some knowledge of the subject.

IV. Physiology and Methods. Text, Ritchie's Human Physiology. Five credits.

A course planned to meet the needs of the elementary school teachers. It will include a rapid academic review of the State adopted text and a consideration of methods of presenting the subject matter in the different grades of the elementary school. Aid will be given in the matter of choosing between essentials and non-essentials in the teaching of physiology.

V. Nature Study. Four credits.

This course will consider subject matter and methods of teaching nature study in the primary grades. A text will be used and in addition to classroom discussion demonstration will be given in the Observation School.

VI. Physiology and Hygiene. Text, Hough and Sedgwick's Human Mechanism. One term, five credits.

This course includes abundant demonstrations and laboratory exercises. The hygienic phases will be emphasized. Besides giving attention to gross anatomy and physiology, notice will be taken of some elementary principles of biology which relate to the care of the human body, chemistry of nutrition, and elementary bacteriology and its bearing upon personal hygiene.

VII. Elementary Agriculture. 12 credits. References: Elements of Agriculture, Warren; Practical Agriculture, Wilkinson; Fundamentals of Agriculture, Halligan; High School Agriculture, Mayne and Hatch; Essentials of Agriculture, Waters.

(a) Soil Physics, including origin and classification of soils, soil analysis, control of moisture, drainage and tillage.

(b) Soil Fertility. Studies in barnyard manure, green manure, commercial fertilizer and chemical requirements of plants.

(c) Farm Crops and Gardens. A study of different field crops, varieties, harvesting and crop rotation; practical gardening, the use of glass in forcing vegetables with practical field work.

VIII. General Biology. Texts, Bergen and Caldwell's Introduction to Botany; Hegner's Practical Zoology. Selected references. Twelve credits. This course is intended to prepare the student for teaching elementary biology in the high school.

IX. Animal Husbandry. Texts, Eckles and Warren's Dairy Farming; Harper's Manual of Farm Animals. Nine credits.

(a) Beef cattle and swine. The principles of judging, feeding, breeding, care and management of beef cattle and swine are studied the first term.

(b) Horses and sheep. These animals are studied as above. Each student is required to have a project with either horses or sheep.

(c) Dairying. Selection of cows, feeding, breeding, care and management, barns, milk production separating, testing milk and cream, ripening, making butter and cheese, are the leading topics in the dairy course. Each student has some project in dairying.

X. Horticulture. Texts, Bailey's Principle of Fruit Growing; Lloyd's Productive Vegetable Growing. Six credits.

(a) Storing marketing, location, planting, tillage, and fertilizing the home orchard, strawberry and grape growing are the leading topics this term. A fruit project is required.

(b) Pruning, spraying, propagation, and small fruit growing are the main features this term. At least one fruit project is required.

(c) Flowers, potatoes, tomatoes, home gardens are the main topics this term. Such topics as soils and fertilizers, hotbeds, cold frames, transplanting, storing, and marketing are considered. At least one project is required.

XI. Methods of Teaching Agriculture. Three credits. Practical methods of teaching agriculture in the public schools is presented. The use of text-books, laboratory work, field demonstrations, correlations, agricultural clubs; community fairs, the use of bulletins and papers, and the use of land are the topics considered in this course.

BOOKKEEPING AND PENMANSHIP

MR. PRINCE

I. Bookkeeping. Text, Bexell and Nichol's Principles of Bookkeeping and Farm Accounts. Three credits. It is the purpose of this course to prepare teachers to teach elementary bookkeeping. Special attention will be given to home and farm accounts.

II. Penmanship. One credit. The purpose of this course is not so much to improve the penmanship of teachers as to give instruction in the most approved methods of teaching writing in the rural schools. Drills in movements and forms of letters, together with discussion of the difficulties to be overcome in teaching writing in the public schools, receive special attention.

DEPARTMENT OF CHEMISTRY

MISS SMITH

Elementary Chemistry. Text, McPherson and Henderson's Elementary Study of Chemistry. Nine credits.

(a) This course consists of individual laboratory work, lectures, demonstrations and quizzes. It includes theoretical chemistry, a study of the atmosphere, solutions, acids, bases, and salts, and elements up to carbon.

(b) This is a continuation of Course (a), beginning with the study of carbon, and continuing through the aluminum group.

(c) This continues Courses (a) and (b). It completes the general study of the elements. Much emphasis is laid upon the practical applications of chemistry to commerce, plants, soils, and to every-day life in general.

II. General Chemistry. Six credits.

(a) This consists of blowpipe analysis, flame colorations, and elementary mineralogy. In this course general methods of analytical operations are taken up and are of such practical value in the future study of chemistry that whenever possible it is advised that the student of chemistry take up this work after the first year of elementary chemistry.

(b) This is a continuation of course (a) and impresses upon the student the value of careful and correct observation in scientific work. In this course is given modern theory of solution, and the principals of physical chemistry, together with modern, systematic methods for analyzing an unknown substance.

III. Household Chemistry. Text, Bailey's Sanitary and Applied Chemistry. Six credits.

(a) This course, as its name suggests, takes up the study of the practical applications of chemistry to home economics. It includes the study of foods from a physiological standpoint. The chemical compositions and properties of carbohydrates, fats, and proteins, the study of milk, sanitation and dietetics.

(b) This is a continuation of (a). It deals particularly with the study of textiles, dyes, chemical properties of stains and their removal, and a study of water, from both a chemical and a sanitary standpoint.

IV. Agricultural Chemistry. Text Snyder's Chemistry of Plant and Animal Life. Six credits.

(a) A course arranged especially for students of agriculture. It takes up a general consideration of the chemical composition, properties, and management of soils. A study of natural and artificial fertilizers.

(b) This a continuation of Course (a). Emphasis is laid upon the biological features of agricultural chemistry. It includes a study of the chemical composition of balanced rations for farm animals, the composition and food value of the different plants, and a study of available plant foods.

DEPARTMENT OF DRAWING

MISS SLOCUMB

I. Public School Drawing. Nine credits.

(a) This course deals with the fundamental principles of art-structure: first as to line, including spacing, proportion, arrangement; second, as to dark and light; and third, as to color. Discussions as to the value of teaching art, its relation to every day life, methods of art and teaching. Three credits.

(b) Principles of perspective, object drawing in pencil and crayola. Lettering posters, advertisements. Prerequisite, Course (a). Three credits.

(c) Household Decoration. The principles of the former courses are here applied to the house. The house, rooms floors, and floor-coverings, walls and their coverings, furniture, and the choosing and hanging and framing of pictures are considered. Pupils are led to see that good taste is not so much a question of money as of cultivated appreciation and good judgment. Prerequisite, Course (a).

II. Certificate Course Drawing. Nine credits.

(a) Primary handwork. Prerequisite, Drawing I. Three credits.

(b) Design in brush and ink. Water color. Prerequisite, Drawing I. Three credits.

(c) Methods and practice teaching. Prerequisite, Drawing II(b). Three credits.

DEPARTMENT OF EDUCATION

PROFESSOR GENTRY
PROFESSOR FIELD

I. Elementary Psychology. Text, Betts' The Mind and its Education. Five credits.

The aim of this course is to acquaint the student with the most important facts and fundamental laws of human behavior. The following topics are considered : consciousness, the nervous system, instinct, habit, attention, sensation, perception, imagination, memory, association, reasoning and emotion. Emphasis will be placed upon the practical application of psychology to teaching.

II. School Management and Law. Text, Salisbury's School Management. Four credits.

This course includes a study of the fundamental problems of school management. Topics : handling of routine matters, daily program, records and reports, school law, discipline, school buildings, grounds, equipment, and general classroom procedure.

III. History of Education. Text, Parker's History of Modern Elementary Education. Four credits.

This course presents the most important movements in modern educational history, with a detailed study of the theories and practices of great educators. Emphasis is placed on the work of Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Montessori, and Dewey.

IV. Rural Sociology.

(a) A discussion of country-life problems. Text, Cubberley's Rural Life and Education. Four credits.

Subjects : Old and new rural life conditions; the new outlook for rural life; the social problems of the country community; rural educational agencies; the school, the Sunday School, the Church, community clubs; the community fair and field day; the teacher and community life.

(b) A practical study of the rural school. Text, Goght's The Rural Teacher and His Work. Four credits.

Subjects : The organization of the rural school; problems of consolidation; the rural school as a social center; rural school hygiene; the rural school curriculum; types of rural schools; the rural school and community recreation.

V. General Psychology. Text, Angell's Introduction to Psychology. Five credits.

This course emphasizes the genetic and functional phases of mind development.



WASHINGTON'S BIRTHDAY PARTY—PI-SIGMA



YOUNG MEN'S CHRISTIAN ASSOCIATION

Topics considered: Problems and methods of psychology; forms of behavior; the nervous system, consciousness and habit formation; the mind active in sensation, perception, memory, imagination reason, feeling, emotion, instinct and will; sleep, dreams, hypnosis, multiple personality and such phenomena; the self and types of personality.

VI. Child Study. Text, Terman's *The Hygiene of the School Child*. Five credits.

The purpose of this course is to study the fundamental facts of the child's physical development and to acquaint the teacher with the principles of child hygiene. Topics considered are, the physical basis of education, the laws of growth, difference between children and adults, tuberculosis and the school, the teeth of school children, the hygiene of the nose and throat, the nervous child, some evil effects of school life, etc.

VII. School Administration. Text, Chancellor's *Our Schools, Their Administration and Supervision*. Four credits.

The aim of this course is to study the relation of the school as a unit to the school system and to the state.

Topics: The general education system; the state and education; country school systems; city school systems; financial support of school systems; course of study; selection of teachers; records and reports; school organization; the teacher's relation to the various factors that make up the school; state boards of education, tax-payers, parents, pupils, etc.

VIII. School Sanitation. Text, Dressler's *School Hygiene*. Four credits.

Topics considered: The school building; the heating, lighting, and ventilation of school buildings; the decoration of rooms; the improvement of grounds; the detection of physical defects in children; the testing of eyesight and hearing; the nature of contagious diseases; the school and public health.

IX. Principles of Education. Text, Horne's *Psychological Principles of Education*. Five credits.

The purpose of this course is to examine the fundamental principles on which correct teaching is based. It includes such topics as the relation of psychology to education, the order of mind development; the doctrine of formal discipline; educational aims of the teaching process; the place of memory in the school; the use of the imagination; training the reasoning powers; the use of the instincts in education; the place of imitation and suggestion in teaching; the principles of habit-formation; and the building of character through the educative process.

X. Secondary Education.

(a) The Principles of Secondary Education. Text, Colvin's An Introduction to High School Training. Four credits.

The secondary school, its purpose and place in the school system; the secondary school curriculum; the principal and his relation to the teachers; supervised study; the problem of discipline; the social activities of the high school; the principles of high-school teaching.

(b) Methods of Teaching in High Schools. Text, Parker's Methods of Teaching High Schools. Four credits.

The teaching of high-school mathematics, methods and procedure;

The teaching of high-school science, methods and procedure;

The teaching of high-school history, methods and procedure;

The arts and their correlation with other subjects;

The use of books; special recitation methods; conversational, laboratory, lecture. The art of questioning.

DEPARTMENT OF ENGLISH

DEAN BURLESON
PROFESSOR ROBERTS

II. Sub-Third English Composition. Text, Mathes' Elementary English Composition. Twelve credits.

(a) The principles of composition are developed out of daily practice in writing and speaking, the text-book serving as a guide. Oral composition is emphasized as of equal value with drill in writing. The organized club is a feature of the course.

(b) While the mechanics of composition are kept constantly before the pupil, more attention is given to the rhetorical qualities. The weekly programs are based chiefly upon topics of an expository nature. A magazine is used as a companion text.

(c) The text-book is completed. Argumentation is given much emphasis both in recitation and in class exercises. The club programs frequently consist of debates. One or two public programs are arranged.

III. Third Year Literature. Reading and study of English and American Classics. Nine credits.

(a) For reading: The Last of the Mohicans, Ivanhoe. For study: Courtship of Miles Standish, Lincoln's Gettysburg Address, Burrough's Birds, Bees, and Sharp Eyes, As You Like It.

(b) For reading: Oregon Trail, Treasure Island. For study: Vision of Sir Launfal, Rhyme of the Ancient Mariner, Snow-Bound, Midsummer Night's Dream.

(c) For reading: Silas Marner, Sketch Book. For study: Lady of the Lake, Emerson's Essays (American Scholar and Self-Reliance), Washington's Farewell Address.

IV. Fourth Year Literature. Reading and study of English Classics, ending with a historical survey of English and American Literature. Nine credits.

(a) For reading: Pilgrim's Progress, Franklin's Autobiography. For study: Idylls of the King (two), Julius Caesar, Milton's Minor Poems.

(b) For reading: Maculay's Life of Johnson, Sir Roger de Coverley Papers. For study: Webster's First Bunker Hill Speech, Carlyle's Essay on Burns, Macbeth.

(c) Historical survey of English and American Literature. Text. Long's English and American Literature.

V. English Composition. Text, Wooley's Handbook of Composition. Four credits.

This is a testing course for high-school graduates, designed to ascertain the prospective teacher's proficiency in the mechanics of oral and written English, and to add to this proficiency, with incidental attention to the most effective methods of teaching composition in the grades.

VI. Junior Composition and Rhetoric. Text, Slater's Freshman Rhetoric. Eight credits.

(a) In connection with the study of the text-book, weekly themes are required. Mechanical accuracy and neatness are rigidly insisted upon, and the higher rhetorical qualities of composition are studied. A weekly club session is held, when public speaking on practical topics is made a part of the course.

(b) A continuation of course (a). The topics chosen for oral discussions are selected with a view to their value for the prospective teacher at educational meetings, institutes, rallies, and similar occasions.

VII. Reading and Literature. A course in the method of teaching reading and literature in the fourth to and including the eighth grade. Five credits. The following will be used as texts: Barnes' English in the Country School, Haliburton and Smith's Teaching Poetry in the Grades, Poems for the Study of Language; supplemented by other classics. Chubb's Teaching of Elementary English and Carpenter, Baker and Scott's The Teaching of English will be used for reference.

VIII. Middle Year Literature. Reading and study of poetry and prose. Texts, Page's Chief American Poets; Wilkinson's New Voices. Nine credits.

(a) Bryant, Emerson, Longfellow, and Lowell. Term-paper based on reading and study.

(b) Whittier, Holmes, Poe, and Lanier. Term-paper based on reading and study.

(c) Patriotic literature, current prose and poetry.

IX. Senior Literature. Reading and study of poetry and prose. Nine credits.

(a) Literary study of the Bible. Text, Moulton's The Literary Study of the Bible. Parallel readings in the Bible.

(b) A continuation of course (a). A term-paper based on reading and study.

(c) Shakespeare in the order of his development. Three plays will be studied, six read. Term-paper based on reading and study.

X. Grammar and Methods. Text, Burleson's Practical English Grammar. Five credits. An intensive course in the subject-matter from a practical standpoint, with special emphasis on the methods most effective in the teaching of the subject.

XI. Teaching of High-School Literature. Five credits. Texts, Chubb's The Teaching of English, B'akely's Teachers' Outlines for Studies in English, Smith's What Can Literature Do For Me? For reference, Carpenter, Baker, and Scott's The Teaching of English; and Trent, Hanson, and Brewster's English Classics.

This is a study in the selection of the best literature for the different years of high school and the best methods of teaching it. Along with the study will be actual practice in the teaching of literature.

DEPARTMENT OF EXPRESSION

I. Reading. Four credits. Text, Curry's Foundation in Vocal Expression. A course for beginners. Impression precedes expression. Students are taught to read intelligently. They are taught to bring out the thought according to the principles of nature.

II. Public Speaking. Four credits. Text, Brewer's Oral English. Speaking is the normal, spontaneous manifestation of the language instinct. A course to teach the students to think on their feet, to stand correctly, and to speak naturally and distinctly before an audience.

III. Vocal Expression. Four credits. Text, Curry's Lessons in Vocal Expression. This is an advanced course in reading. Principles of voice culture are presented, poems are studied and exercises in story-telling are given.

DEPARTMENT OF GEOGRAPHY AND PHYSICS

MISS YOAKLEY

Geography

II. Physical Geography. Text, Dryer's High School Geography. Five credits.

This course is intended to give the student a knowledge of the world as the home of man. Physiographic features and processes will be studied, illustrating with the lantern where these may not be observed in the field. The soil-making minerals will be studied in the laboratory and the students taught to use topographic and weather maps.

III. Review Geography. Text, Brigham and McFarlane's Essentials of Geography. Two credits.

For those wishing to take the teachers' examinations. It is assumed that those who enter have some knowledge of the subject.

IV. Geography and Methods. Text, Brigham and McFarlane's Essentials of Geography. Four credits.

A course planned to meet the needs of the elementary school teachers. It will include a rapid academic review of the State adopted text and a consideration of methods of presenting the subject matter in the different grades of the elementary school. Aid will be given in the matter of choosing between essentials and non-essentials in the teaching of geography.

V. General Geography. Text, Salisbury, Barrows, and Tower's Elements of Geography. Five credits.

A study of the underlying principles of geography and the application of the same in explaining the distribution of man and the growth of industries, with especial attention to the United States.

VI. Commercial Geography. Text, Smith's Commerce and Industry. Five credits.

Prerequisite. Elements of Geography. A study of our resources and natural distribution of the same; the development and concentration of industries as influenced by geographic factors; methods of transportation, including a consideration of trade routes.

VIII. Geology. Text, Blackwelder and Barrow's Elements of Geology. Eight credits.

(a) A study of the origin of land forms and of the changes now taking place through the agency of water, wind, and ice; of the interpretation and use of topographic maps.

(b) A brief study of the commoner rocks and minerals of Tennessee; of characteristic life forms of different periods in the earth's history. Short field excursions will be taken during each term's work.

Physics

I. Elementary Physics. Text, Milliken and Gale's Physics. Nine credits.

A course in the elements of physics, designed to give the student a comprehensive view of the more important facts and laws. The importance of social applications of physical science in modern life is emphasized. Instruction is given by lectures, demonstrations, recitations, and individual laboratory work. Each term's work may be independent of the other.

II. General Physics. Text, Black and Davis's Practical Physics. Six credits.

A continuation course required of those electing science. The work will be similar in content but more advanced in character of subject matter. Some attention will be paid to the selection, purchase, and care of equipment for the laboratory.

DEPARTMENT OF HISTORY

MISS PITTS
PROFESSOR GENTRY

I. English History. Text, Montgomery's English History. Eight credits.

A study of the growth of early England; the War of the Roses; Tudor absolutism; civil war and overthrow of the Stuarts; rise of party and cabinet government; political and social reforms; growth of the British Empire.

II. Medieval and Modern History. Text, Harding's New Medieval and Modern History. Twelve credits.

A course designed to trace the political, social, economic, and religious development of the Middle Ages and of the modern European Nations.

Topics: The Empire; The Church; The Fendal System; The Crusades; Life and Culture of the Middle Ages; The Rise of Towns; The Renaissance; The Reformation; The Age of Louis XIV; The Age of Fredrick the Great; The French Revolution; The Era of Napoleon; The Revolutionary Movements, 1830-1848; The Making of Germany and Italy; National Rivalries and Alliances; The Back ground of the World War; The New Europe of Today.

III. Tennessee History (Review). Text, Garrett and Goodpasture's History of Tennessee. Three credits.

The aim of the course is to study and organize the events of Tennessee History so as to understand how Tennessee through successive stages became what it is.

IV. United States History (Review). Text, Thompson's History of the United States.

Topics: Causes of the Revolution; Independence; The Confederation; Making the Constitution; Problems of the New Government; Jeffersonian Democracy; War of 1812; The Monroe Doctrine; The Era of Andrew Jackson; Texas and Mexico; The Slave Issue; The Civil War; Reconstruction Troubles; The New Nation; New Relations with the World.

V. American History and Civics. Texts, Ashley's American History; Margruder's American Government. Twelve credits.

(a) This course begins with the study of the thirteen original colonies and traces the formation and development of the American Federal Union to the presidential election of 1824.

(b) This course continues the study of the development of the American Union from the election of 1824 to the present time. It is concerned with the events that precede the division of the States and those that have brought about the wonderful expansion of today.

(c) A further aim of this course is the study of the nature and functions, of the federal, state, and local governments. Especial attention will be given to the institutions and activities which center in and serve the community life.

VI. History and Methods. Text, Thompson's History of the United States. Four credits.

A course planned to meet the needs of the elementary school teachers. It will include a rapid academic review of the State adopted texts, and a consideration of the methods of presenting the subject matter in the different grades of the elementary schools.

VII. Ancient, Medieval and Modern History.—Texts, Breasted's Ancient Times: A History of the Early World; Robinson's Medieval and Modern Times. Twelve credits.

(a) A study of the early peoples and their civilizations; the East and the West in the Persian Wars; the growth and expansion of the Greek World; the Empire of Alexander; Greek Civilization; early Rome; expansion of Roman World; transition from republic to empire; the dissolution of the empire; Greek and Roman contributions to modern civilization.

(b) This course is a study of European history from Charlemagne to the French Revolution. It includes Feudalism, the Crusades, the Renaissance, the Reformation, and the Colonial Expansion.

(c) This course is designed to trace the continuity in the political religious, intellectual, economic, and social development of the modern European nations in order to have a better understanding of Europe today.

VIII. Economic History. Text, Bogart's Economic History of the United States. Eight credits.

This course supplements the course in political and social history. Topics: The economic aspects of the period of colonization; the industrial development under British rule; the industrial aspects of the Revolution; the war of 1812 and industry; the epoch of westward expansion and its economic results; the tariff questions; the economic causes and results of the Civil war; relations of Capital and Labor in America; present day industrial problems.

IX. Constitutional History. Texts, Hart's Formation of the Union; Wilson's Division and Reunion. Twelve credits.

(a) This course begins with a consideration of the colonial charters, and follows the successive steps in the political and constitutional development of the Union to the administration of President Jackson.

(b) The aim of this course is to study the events and movements that culminated in the Civil War and those which have resulted in the restoration and development of the United States.

(c) An advanced course in the study of federal, state, and local governments. Especial attention will be given to the duties and responsibilities of American citizenship in relation to the complex problems of the present day.

X. Method in History. Text, Mace's Method in History. Four credits.

This course is intended to offer opportunity to teachers to study the nature of history, its educational value, and the method of teaching it in the public schools.

DEPARTMENT OF HOME ECONOMICS

MISS HORNSBY
MISS COX

I. Cooking. Greer's Text-book of Cooking. Nine credits. Fee for supplies furnished, \$1.50 a term.

(a) and (b) The purpose of this course is to develop skill in the technique of cookery by means of a systematic introduction to the principles and processes and the food materials involved.

(c) Continued study of foods that are most exclusively used in the dietary, and of some of the changes taking place during their preparation for the table and affecting their digestibility and nutritive value. In both courses marked emphasis is placed on systematic care of the kitchen.

During the Fall and Winter Terms, Home Economics I will be continued for the benefit of those who have had courses (a) and (b) but who do not meet all requirements for Home Economics III (a).

II. Sewing. Nine credits. Fee for materials furnished, \$1.00 a term. Text-book, Kine and Cooley's Shelter and Clothing.

(a) The study of plain and fancy stitches and their application in the making of plain underclothing. Stress is placed on the selection of design and materials appropriate for each article.

(b) The making of a petticoat and a tailored middy-blouse and skirt. This course includes a continuation of the application of plain and fancy stitches, the study, use, and care of the sewing machine.

(c) The making of a sheer waist and simple dress. Stress is laid on study of appropriate materials and the study and use of commercial patterns. The study of textiles emphasized.

II. Sewing (continued). Four credits.

During the Fall and Winter Terms Home Economics II will be continued for those who have completed Courses (a) and (b) but do not fulfill the requirements for Home Economics IV.

III. Cooking. Nine credits. Fee for supplies furnished, \$2.00 a term. Texts, Ola Powell's Successful Canning and Preserving; Cooley-Winchell's Teaching Home Economics; Government Bulletins; Reference works.

(a) This course includes canning, preserving, and drying of foods. Special stress will be laid on economic aspects and attractiveness of the products. A study of dietetics, to present the fundamental principles of human nutrition and to apply these principals to the feeding of individuals, families and larger groups under varying physiological, economic, and social conditions.

(b) The purpose of this course is to acquaint the student with the more complicated processes of cookery. The course includes breads, pastries, cakes, and frostings.

(c) The purpose of this course is to give opportunity for practice in home cookery. It will include the study, planning, cooking, and serving of breakfasts, luncheons, and dinners; and various methods of preparation and garnishing.

IV. Sewing. Text, Baldt's Clothing for Women. Nine credits. Fee for materials used, \$1.00 a term. Open only to students who have already had Home Economics II. This course includes methods of teaching domestic arts.

(a) A course including drafting, modeling and free-hand cutting of patterns. The making of a fancy blouse, a woolen dress, and a silk skirt.

(b) A course dealing with home problems, bed linens, table linens, curtains, draperies, and towels; also infants' and children's clothing.

(c) First six weeks, costume designing and lingerie dress; also an intensive study of textiles. Second six weeks, millinery.

V. Household Management. Three credits. Text, Taber's The Business of the Household.

A course dealing with house furnishing, budgets, financing the family, and business law, which affects the family.

VI. Cooking in Public Schools. Two credits. Fee for supplies furnished, \$1.50 a term. This is a survey course to give students practice in organizing subject matter in foods and nutrition for use in public schools.

VII. Sewing for Public Schools. Two credits. Fee for materials used, \$1.00. A course dealing with the organizing and presenting of subject matter suitable for use in the grades.

DEPARTMENT OF MATHEMATICS

PROFESSOR ROGERS
PROFESSOR REECE

II. Algebra. Text, Wentworth-Smith's School Algebra, Book 11. Twelve credits.

(a) The first term is devoted to a review of the fundamental operations and factoring and to a careful study of simple and simultaneous equations, using the graphs for illustrating and fixing principles.

(b) Involution, evolution, theory of exponents, and radicals are the topics considered during the second term.

(c) The third term is given to a study of quadratics and their properties, ratio and proportion, and the progressions.

Required for entrance.

III. Plane Geometry. Text, Wentworth-Smith's Plane Geometry (Revised). Twelve credits.

(a) Book I is completed during the first term. Clear thinking and logical reasoning are emphasized, with rigid and formal demonstrations as secondary considerations.

(b) Books II and III are considered during the second term. Greater rigidity of proof is insisted upon during this and the following term.

(c) The subject of plane geometry is finished during the third term. Throughout the year the original work is emphasized and field problems prescribed for the purpose of applying the fundamental principles of geometry.

Prescribed for all courses.

IV. Arithmetic (Review). Text, Jones-Rogers New School Arithmetic. Three credits.

This course includes all the principal topics of arithmetic. The chief emphasis is placed upon the content side. The presentation and treatment are in keeping with the most approved methods in modern arithmetic.

V. Arithmetic and Methods. Text, Stone's The Teaching of Arithmetic. Four credits.

The emphasis in this course is upon the methods of teaching arithmetic. Frequent opportunities are provided for observing recitations conducted by expert teachers. These observation lessons are followed by class discussions. Report from library references are made by members of the class from time to time.

Prescribed for all courses.

VI. Solid Geometry. Text, Wentworth-Smith's Solid Geometry. Five credits.

This course emphasizes the practical side of the subject and correlates with industrial courses and every-day life.

VII. College Algebra. Text, Hawkes' Higher Algebra. Eight credits.

(a) This course is offered for students who desire a more thorough treatment of the subject than that afforded in elementary algebra. The topics of factoring, fractions, simple and quadratic equations are included.

(b) The emphasis is placed upon theory of equations as the theory applies to equations of higher degree than the second. Throughout the course in College Algebra the graphical method is employed as an aid in development and interpretation.

VIII. Plane Trigonometry. Text, Wentworth-Smith's Plane Trigonometry. Five credits.

Practice is given in the use of logarithmic tables, development of the trigonometric functions, and application of the theory to the solution of plane triangles.

IX. Teachers' High School Arithmetic. Text, Lindquist's Modern Arithmetic Methods and Problems. Four credits.

This is a course in arithmetic, treated from the standpoint of the teacher. Special attention is given to the methods of teaching the subject and to modern psychological experiments in the field of arithmetic. References to material in the library will be made from time to time.

X. Analytical Geometry. Text, Wentworth's Analytical Geometry. Eight credits.

(a) A study of geometry by means of algebra is afforded by this course. It includes linear equations and their loci in the first term.

(b) This is a continuation of (a), including a study of the circle, parabola, ellipse, and hyperbola.

XI. Methods in High-School Mathematics. Text, Smith's The Teaching of Elementary Mathematics. Four credits.

This course is intended to make as thorough study as is possible within the time, of the most approved methods of teaching arithmetic, algebra, and geometry. Opportunities for demonstrations with classes of high-school grade will be provided.

DEPARTMENT OF METHODS AND PRACTICE TEACHING

MISS BENNETT
MISS BAXTER
MISS COOPER
MISS TAYLOR

I. Methods of Teaching. Text, Earhart's Types of Teaching. Five credits.

A careful study is made of the principles which are essential for skillful teaching. All of the standard types of lessons are thoroughly discussed in class and in frequent visits to the Observation School their practical application is observed.

II. Primary Methods. Text, Cooper's How to Teach First, Second and Third Grades. Ten credits.

This course includes a study of subject-matter and methods for the primary grades, also a study of the state adopted text-books for these grades. Observation is required.

(a) Reading and Language.

(b) Arithmetic, Spelling, Penmanship and Seatwork.

Prerequisites, Elementary Psychology and Methods of Teaching.

III. Elementary Practice Teaching. Five credits.

Assigned work in practice teaching is to be done either in the primary or grammar grades, under the supervision of the critic teachers. Prerequisites, Elementary Psychology and either Primary Methods or Methods in the Grammar Grade subjects.

IV. Principles of Teaching. Text, Strayer's A Brief Course in the Teaching Process. Five credits.

A general methods course for seniors. A study in the selection and organization of subject matter, interest, attention, drill, the lesson plan, and the question as a factor in teaching.

V. Senior Practice Teaching. Five credits.

This course is open only to those who are applicants for the Senior Normal diploma. Teaching will be done in the High School subjects of the departments in which the student has done his major work. This work will be done under the supervision of the heads of the departments.

VI. Library Methods. Three credits.

Study of State school-library laws and State list of books for school libraries. Organization and care of school libraries, including practical methods in classifying, accessioning, shelf-listing, cataloguing, and systems for lending books. The Dewey Decimal Classification is used. Study of reference books, government publications, bibliographies, and periodicals.

DEPARTMENT OF MODERN LANGUAGES

MISS MOORE

French

I. First Year French. Text, Maloubier and Moore's First Book in French. Meras Le Premier Livre. Twelve credits.

(a) A study of the essentials of grammar requisite for simple conversation. Phonetics. Practice in pronunciation.

(b) Continuation of grammar. Oral exercises in syntax.

(c) Irregular verbs. Translation of Guerber's Contes et Legendes (Ilieme Partie).

II. Second Year French. Nine credits.

(a) A study of the French short story. Texts, DeMaupassant's Huit Contes Choisis; Lemaitre, Contes.

(b) Continuation of study of short story. Text, Balzac's Scenes de la Comedie Humaine. A review of grammar

(c) Study of the French novel. Translation of Merimee's Colomba and Dumas' Les Trois Mousquetaires.

III. Third Year French. Nine credits.

(a) Continuation of the study of the novel. Texts, Hugo's Quatre-vingt-treize; Zola's La Debacle.

(b) The French Lyric. Henning's French Lyrics of the Nineteenth Century.

(c) The Study of French Drama. Translation of Corneille's Le Cid and Hugo's Hernani. Themes in French.

Spanish

I. First Year Spanish. Text, Olmstead and Gordon's Abridged Spanish Grammar. Twelve credits.

(a) Careful study of pronunciation. Essentials of grammar needed in simple conversation.

(b) Continuation of grammar. Practical stress upon oral translation. Dictation exercises.

(c) Radical changing and irregular verbs studied in detail. Reading of simple texts is begun.

II. Second Year Spanish. Nine credits.

(a) Spanish Short Stories. Texts, Cuentos Castellanos; Cuentos Modernos.

(b) Continuation of reading. Hill's Spanish Short Stories. Frequent exercises in conversation.

(c) Commercial Spanish. Conversation and letter-writing. Readings from the Bulletins of the Pan-American Union.

III. Third Year Spanish. Nine credits.

(a) Lectures on Spanish history and civilization. Reports and themes in Spanish. Review of grammar with stress upon the history of the language.

(a) Reading of Classics. Calderon's *La Vida es Sueno*. Selections from Cervantes' *Don Quixote*.

(c) A short study of Vulgar Latin. Comparison of Spanish with French and Italian. Reading of modern novels by such writers as Galdos and Valera.

DEPARTMENT OF MANUAL TRAINING

PROFESSOR WILSON

II. Elementary Woodwork. Text, Allen and Cotton's *Manual Training for Common Schools*. Six credits. This course includes: (1) The historical evolution, classification, and proper use and care of the more commonly used woodworking tools; (2) a collection and study of the structure and use of native woods; (3) the reading and making of simple working drawings; (4) the making out of bills of material; (5) the estimating of cost; (6) the construction of simple projects involving the use of tools and woods studied.

All students of this course who are applicants for the special certificate in Manual Training will be required to take the course in Mechanical Drawing.

III. Mechanical Drawing. Texts, Bennett's *Grammar Grade Problems in Mechanical Drawing*; Crawshaw and Phillips' *Mechanical Drawing for Secondary Schools*. Six credits.

(a) Freehand sketching from models, lettering, the making and reading of simple working drawings, tracings and blueprints. Students will supply themselves with drafting scale, lining pen, pencil compass, number 2 and 4 lead pencils, soft eraser, and india ink. Drawing boards, T-squares, and triangles will be supplied.

(b) A continuation of course (a) with more complicated problems. The theory of simple perspective, cabinet projection, and orthographic projection will be given and applied to the problems of this term.

IV. Advanced Woodwork. Text, Griffith's Woodwork for Secondary Schools. Nine credits. Four hours bench work, one hour recitations. This course deals with the more complex tools and processes of joinery. The constructive work is made the basis of the theory, design, working drawing, and mathematics. This course covers: (1) the making of working sketches from models; (2) lettering; (3) working drawings; (4) tracings; (5) blue-prints; (6) construction of projects involving the use of common joints; (7) tool sharpening; (8) wood finishing. The following supplies will be required: (1) a loose-leaf note-book; (2) a twelve-inch draftsman's scale; (3) a pencil compass; (4) a hard and a soft pencil; (5) a block of art gum; (6) a lining pen; (7) a bottle of drawing ink.

(a) The projects of this term involve the use of mortise and tenon construction and finishes of oil stains, shellac, and wax. Students will study the standard woodworking machines used and will learn to care for them and use them with skill.

(b) A continuation of the work of the first term, with stress upon the best form of drawer construction and finishing stains. The projects will be largely of school apparatus.

(c) Projects will involve the use of glued stock and joints, with finishes of spirit stains, fillers and varnishes.

Note—Students may elect the course in Turning as a part of Courses (a), (b), or (c).

V. Farm Mechanics. (a) Text, Brace and Mayne's Farm Shop Work. Six credits. This course deals with the same technique in the use of woodworking tools as described in Courses II and III, but the problems will be only such as are found on the farm.

(b) Problems in House Planning. Text, L. Eugene Robinson's Domestic Architecture. This course is required of all candidates for the special certificate in Domestic Science.

Topics studied: Simple House Plans, Heating, Lighting, Plumbing, and Household Conveniences.

VI. Methods in Manual Training. Five credits. This course includes the history of manual training, special methods, and practical teaching, with care of room and tools.

VII. Vocational Drawing. Six credits. An advanced course in sheet metal, machine, furniture, or architecture. Manual Training III a prerequisite. Text and drawing outfit required.

DEPARTMENT OF PUBLIC SCHOOL MUSIC

PROFESSOR McFEE

I. Public School Music. Nine credits.

(a) Rudiments of Music. Text, Root's Progressive Sight Reading, Book I. Three credits.

(b) The Teaching of School Music, Graded and Ungraded Schools. Primary Grades. Text, Schoen's School Song Book, Music in the Rural School and Community. Three credits.

(b) The Teaching of School Music, Graded and Ungraded Schools. Advanced Grades. Text, Schoen's School Song Book, Music in the Rural School and Community. Three credits.

(c) The Appreciation of Music. Lectures and Reports. Three credits.

II. Public School Music. Nine credits.

(a) The History of Music. Text, Pratt's History of Music. Three credits.

(b) Musical Theory. Text, Gantvoort's Elements of Harmony, Book I. Three credits.

(c) Musical Analysis. Text, Tapper's Musical Analysis. Three credits.

III. Supervisors' Course. This course is offered to teachers who wish to take up the teaching of music in the public schools. The demand for trained supervisors is steadily growing, and those who are especially equipped are advised to take up this course. Nine credits.

Prerequisites: Music I and II, or the equivalent, and a knowledge of voice, piano, or violin.

(a) History of Music. Text, Pratt's History of Music. Sight singing. No text. Three credits.

(b) Teaching of Music in the Grades. No text. Theory of music. Text, Gantvoort's Progressive Harmony, Book I. Three credits.

(c) Music in the High School. Analysis, conducting. Three credits.

DEPARTMENT OF PHYSICAL EDUCATION

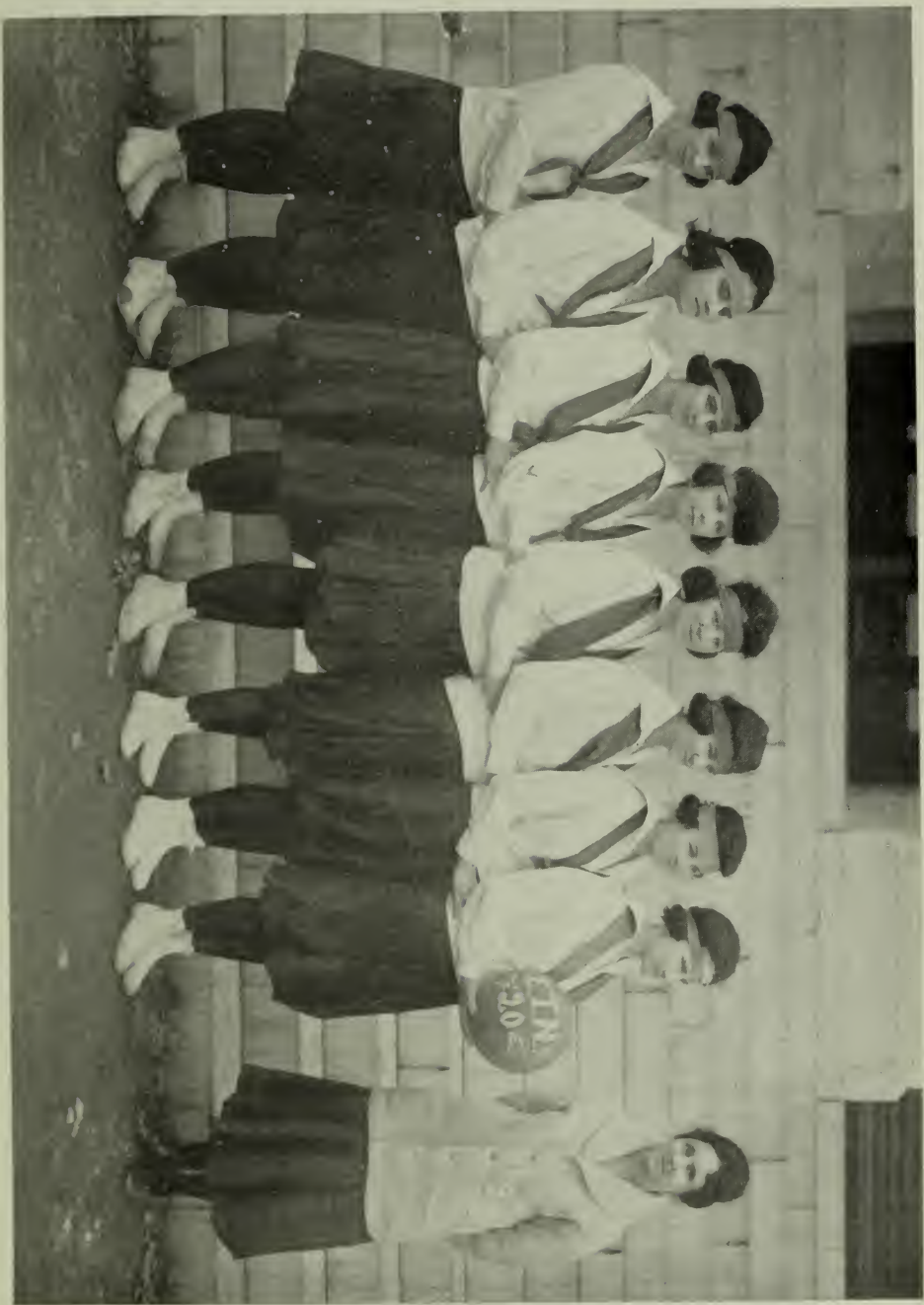
MISS SCHUH

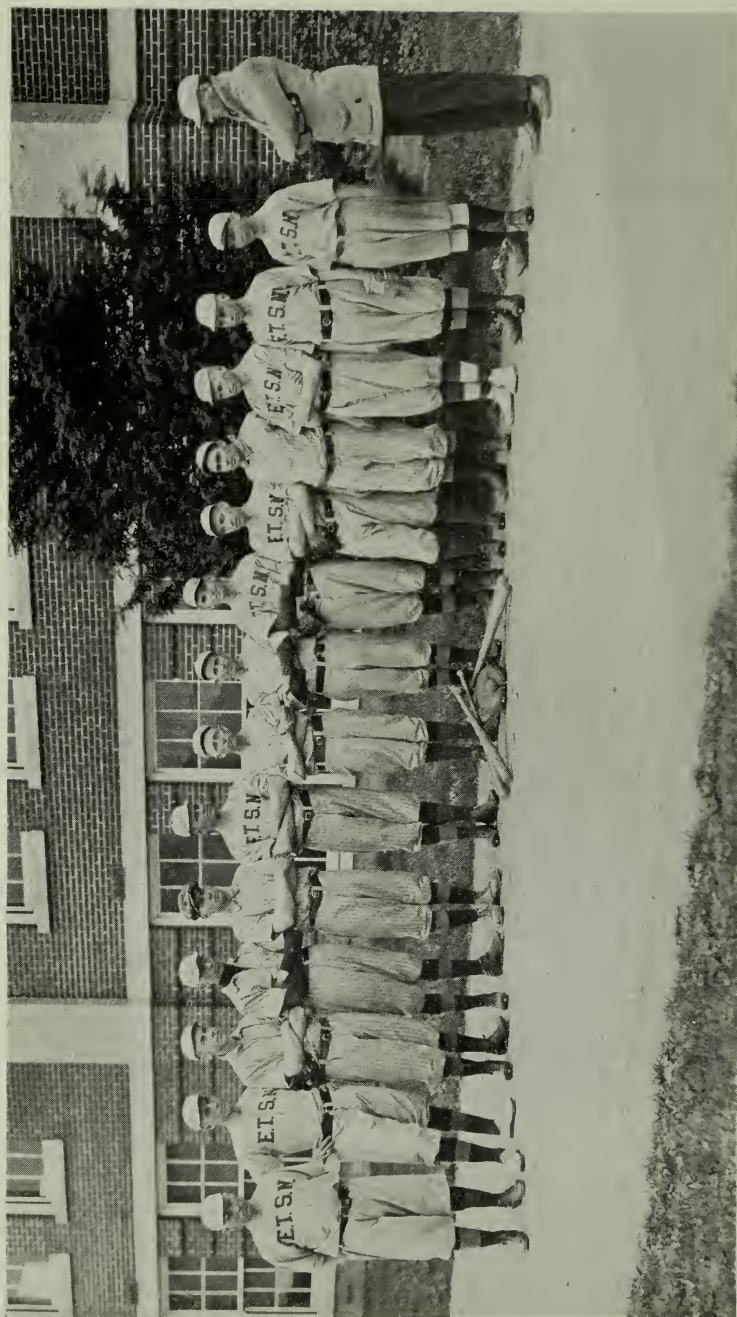
Aims. The aims of physical education are, briefly stated, fourfold: (1) to improve the general health; (2) to improve the posture; (3) to cultivate a spirit of fairness, as well as a love of sport; (4) to improve the carriage and develop grace of bodily movement. The means used to obtain these ends are also fourfold: (1) the teaching of hygiene; (2) formal and free gymnastics; (3) games; (4) rhythmic play.

Each one of these has a special place and value, and will be counted as a part of the whole in the Physical Education course.

Beginning with the fall term, simple physical examinations will be offered to each girl entering school. Tests such as eye, ear, teeth, lungs, heart, weight, height, and posture will make up the simple examinations given. Careful records of every test will be filed and kept for reference. Upon the departure of a student a similar second test may be given and all improvements noted. If necessary, cases will be recommended for professional medical advice.

GIRLS' BASKET BALL TEAM





BASE BALL TEAM

This should prove a great step in the development of the physical side of the young girl and should be taken advantage of by every student. The examination is not compulsory.

II. Physical Training. Text, Michigan State Outline of Physical Training. Two credits. Two terms required.

(a) This course will consist of simple gymnastic exercises, fancy and gymnastic marching, rhythmic plays and games, and methods from text books.

(b) This course is a continuation of the beginners' class, and no one will be allowed to take the work unless course (a) has been satisfactorily completed.

III. Playground Methods. Text, Curtis' Education Through Play; Clark's Physical Training for the Elementary Schools. Four credits. This course includes a short history of the growth and development of the playground movement in the United States, including the theories and principal aims of play; promotion of the playground and how to begin and carry on the movement; playground activities, as games, free and supervised play, gymnastics and athletics, observation and practice teaching.

PIANO COURSE

MISS MATHES

Since the needs and capacities of individual pupils vary so widely, no one set of exercises or studies can be strictly adhered to, but the following synopsis will give an idea of the amount of work required for a certificate in piano.

Grade I. Elementary. Technical work suited to the grade; scales and chords; Peter's Pianoforte Method; Hans Reutling, Books I, II, and III; Biehl, Op. 44; Burgmuller, Op. 100; Gurlitt, Technical and Melody; Le Couppey, "The Alphabet;" Kunz, Two Hundred Canons; Bach-Vincent, Books I and II; Leroy Campbell, Hansel and Grethel suite; easy pieces by Gurlitt, Sartorio, Streabbog, Spaulding, Orth, Behr, Lichner, Th. Dutton.

Grade II. Intermediate. Technical work suited to the grade; scales, and arpeggios; Czerny-Germer, Vol. 1; Bertini, Op. 29; Bach, Little Preludes; Czerny, Octave Studies; Gorno, Pedal Studies; Heller, selections from Op. 45, 46, and 47; Sonatinas and Rondos by Clementi, Kuhlau, Dussek, Haydn, Mozart, and Beethoven; miscellaneous pieces by Merkel, Lack, Von Wilhm, Godard, Dreyshock, Ehrlich, Spindler, and others.

Grade III. Advanced. More difficult forms of scales and arpeggios in thirds, sixths, and tenths; Czerny, School of Velocity; Bach Two and Three Part Inventions; Cramer, selection from the Buelow edition; Moscheles, Op. 70; selections; easier sonatas from Mozart and Beethoven; miscellaneous pieces by Grieg, Chopin, Mendelssohn, Schumann, Liszt, Schytte, MacDowell, and others.

PIANO RECITAL BY JUNIOR PUPILS

of

Miss Frances Mathes**May 17, 1920—7:45 p. m.****PROGRAM**

Here's Bobby White	Bilbro
Helen Hodges	
Rose Petals	J. A. Wills
Virginia Bell	
The Echo	Ritter
Dorothy Moore	
Ding Dong Bell	Spaulding
Rosalie Jennings	
Little Jack's March	Torvald Frederiksen
Frances Bell	
Vesper Bells	J. A. Wills
Elizabeth Rogers	
At Break of Day	Rogers
Margaret Parrott	
Curly Locks	Orth
Louise Carr	
Bright Eyes	Orth
Evelyn Gilbreath	
Spinning Song	Ellmenreich
Virginia Masengill	
Dance of the Little Indians	Bilbro
Nancy Wolfe	
The Bee and the Clover	Geibel
Virginia Hannah	
March in D	Rogers
Jack Wolfe	
Tin Soldier's Parade	Emil Rhode
Mary Elizabeth Masengill	
Rondino	Hunten
Julia McCorkle	
Cherry Blossoms	Louise N. Wright
Sleigh Bell	Rogers
Mary Shipley	
The Indian Camp	Theodora Dutton
Helda Hannah	
Seconde Valse	Godard
Virginia Alexander	
Spanish Dance	Friml
Melba Prince	
Out of School	Holliday
Gertrude Taylor	

MUSIC AND EXPRESSION DEPARTMENTS

RECITAL By

Pupils of Mrs. Edward I. Deaton and Miss Frances Mathes

May 25, 1920—7:45 p. m.

PROGRAM

Bandinage -----	Berwald
Dovie Mae Jones	
"White Azaleas" -----	Wright
Alma King	
Nellie's Missionary Offering -----	Anon
Adella McKinney	
Love Song -----	Bjarne Rolseth
Beatrice Corpening	
"Lullaby" -----	Nelson
Bernice Chumley	
"Lecture By One of the Sex" -----	Anon
Lillian Arrants	
Etude Fantastique -----	Friml
Elizabeth Horner	
The Origin of the Banjo -----	Russell
Naomi Weeks	
Madrigal -----	Lack
Gladys Meredith	
"Dainty Dorothea" -----	De Koven
Beatrice Corpening	
"The Bear Story" (at Aleck' ist made up of his ownself) -----	
Ethel Fawver	
Dance of the Young Maidens (Shawnee Indian Dance) -----	
Lily Strickland	
Elliotte Grigg	
"Gazelle and Swan" -----	Anon
Charmye Barker	
Valse Chromatic -----	Godard
Mary Lee Taylor	
June -----	Beeche
Mildred McLane	
"Widder Doodle" -----	Holley
Elizabeth Driskell	
Le Cavalier Fantastique -----	Godard
Mary Ramsay	
"Where My Caravan Has Rested" -----	Lohr
Thelma Millican	
Arabesque No. 2 -----	Debussy
Mildred McLane	
"The Gypsy Flower Girl" (Musical Recitation) -----	McDowell
Hazel Huddle	

CLASS NIGHT EXERCISES STEP LIVELY

**A Two-Act Comedy Presented by
THE SENIOR CLASS
May 27, 1920—7:45 p. m.**

CHARACTERS

Joseph Billings, mill owner, President of Benham Trust
 Company ----- Hobart Graybeal
 Joseph Billings, Jr. ----- Clyde Lowery
 Theodore Cunningham, Billings' secretary ----- Tennie Ross
 Horatius Thimble ----- Evelyn Love
 Mary Smythe, Billings' sister ----- Blanche McClellan
 Beverly Smythe } ----- Lucy Abel
 Juliet Smythe } her daughters ----- Lucile Pullen
 Rose-Marie Smythe } ----- Elizabeth Rogers
 Gwendolyn Smith, her niece ----- Naomi Weeks
 Martha Holton, Billings' niece ----- Mary Boring
 Lucille Loveland, of the "Winsome Winnie" Company -----
 ----- Norma Gilbreath
 Carrie Airy ----- Elizabeth Davis
 Nora, the maid ----- Marjorie Hunt
 Jerusha Billings (Jerry) ----- Helen McLeod

SCENE—Room in the home of Joseph Billings.

SYNOPSIS

Act I—Morning.

Act II—Afternoon of the same day.

ACADEMIC EXERCISES

Friday, May 28, 1920—7:45 p. m.

PROGRAM, THE LAST CLASS CLUB

Club Called to Order by President Ira Gambill

Roll Call ----- Secretary Florence Vines

LITERARY PROGRAM: THE NATIONAL HEALTH

- I. Health Conditions as Seen by the Draft Boards -- Ruby Sproles
 - II. Recent General Health Conditions ----- Garnett Sowder
 - III. Cooperative Plans for Health Improvement --- Amelia Slack
- Class Song
 Class Poem ----- Ira Gambill
 Class Prophecy ----- Edmund Tyler
 Farewell ----- Robert Stapleton

May 30, 1920—10:45 p. m.

CERTIFICATE CLASS NIGHT

May 31, 1920—7:45 p. m.

PROGRAM

An Educational Symposium: The Public School System of
East Tennessee

PART I

A School-room of Fifty Years Ago
Friday Afternoon

PART II

A Conference to Consider Educational Development
in East Tennessee since 1910
Roll Call of Counties

PART III

A School-room of To-day

- (a) Domestic Arts
- (b) Public School Music
- (c) Domestic Science
- (d) Physical Training

Song: Tennessee ----- By the Class

GRADUATING EXERCISES

June 1, 1920—7:45 p. m.

GENERAL TOPIC: NEW PROBLEMS

Invocation	Rev. Hugh E. Kelso
Piano Solo—Impromptu	Reinhold Miss Mary Ramsay
The Necessity of Increased Production	LeRoy Hyder
The Child in the Midst	Jewell Love
The New Mission of the Teacher	Elizabeth Carroll
The New Place of Woman in the World	Iva Williams
The New American Citizen	Hobart Graybeal
Violin Solo—Walther's Prize Song (from Wagner).....	Wilhelmj Miss Norma Gilbreath
Presentation of Classes	Dean C. Hodge Mathes
Awarding of Diplomas	President Sidney G. Gilbreath
Announcements	

ROLL OF GRADUATES AND STUDENTS

Volume X, No. 2, of the Bulletin, to be published September 1, 1920, will contain the names by classes of all the graduates of the State Normal School, the names of all students registered for the school year 1919-20, including the summer term; also the summary of enrollment, showing the enrollment by years and by counties since the opening of the school in 1911.

For information as to lodging in private homes, inquiries should be addressed to Professor C. E. Rogers, Registrar; for information as to teachers or positions, to Professor W. L. Gentry, Chairman of Committee on Appointments; for information as to classification and credits, to Dean D. S. Burleson; for information as to reports, student records, etc., to Professor C. E. Rogers, Registrar; and for the bulletins, or general information relating to the School, to President Sidney G. Gilbreath.

FIVE IMPORTANT QUESTIONS

Are you a teacher or do you expect to become a teacher?

Then attend the only Teachers' School in East Tennessee. Only those who expect to teach are admitted. Every one who attends has a definite aim and purpose.

Are you to take the next State examination? Then prepare for it by attending the Normal School and reviewing the public-school branches.

Do you want your teacher's license renewed? Then attend any term of the State Normal School, and do satisfactory work in three or more subjects.

Do you want a permanent license to teach in the public schools of the State? Then come to the Normal School and complete the Certificate or Diploma course.

Do you want to do better teaching, receive better salary, and have more joy in your work? Then spend a year or a term at the Normal School, associate with its enthusiastic student body, receive help from its Faculty of specialists, and enjoy some of its inspiring courses.



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